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ABSTRACT

Research sought the perspectives of Iowa employers and deans and directors of continuing education regarding training and retraining needs of business and how Iowa community colleges' continuing education divisions could best meet those needs. A survey was mailed to Iowa employers and the deans and directors wrote summaries that described an exemplary practice in work force training. The study found that Iowa community colleges were responding to the needs of all types of business for work force training and retraining. Three-fourths or more of employers sought training for their employees; about one-half chose a community college for the following reasons: their programs were perceived as cost-effective, training at onsite locations was convenient, the training program was customized, and the quality of instruction was good. The study supported the contention that Iowa community colleges were producing high quality, flexible work force training programs. Ninety-five percent of employers rated the quality of training as good or excellent. The results indicated an increasing need for work force training programs. About one-fourth of employers estimated that over three-fourths of all their current work force needed additional training. Employers and deans/directors commented that the continuing education system's current resources may not be adequate to meet future needs. (Contains 32 references, survey materials, and employer comments.) (YLB)

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Iowa Workforce Training Study

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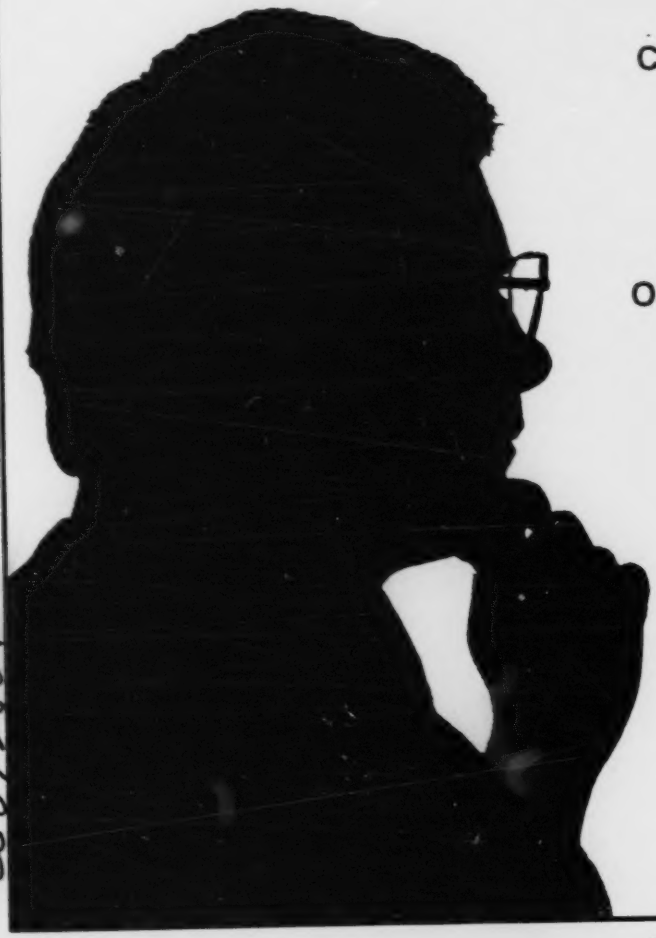

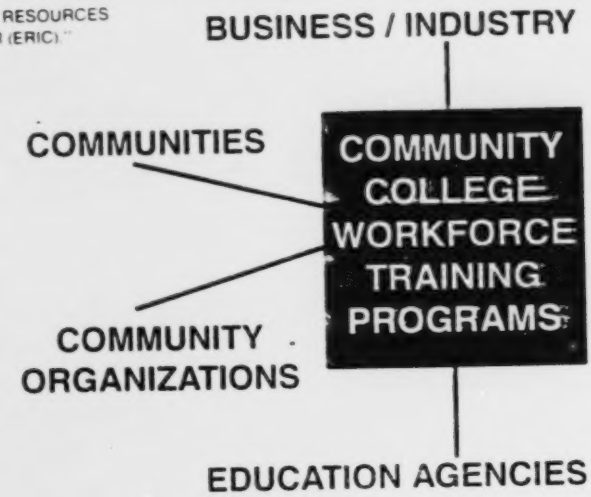

Iowa Association of Adult & Continuing Education Deans & Directors

APRIL 1996

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IOWA WORKFORCE TRAINING STUDY

Iowa Association of
Adult & Continuing Education
Deans & Directors

April 1996

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Acknowledgments

This technical report and an executive summary were prepared as documentation for the Iowa Workforce Training Study of 1996. These documents were based on nation-wide research conducted by Dr. John W. Quinley of Central Piedmont Community College in Charlotte, North Carolina. The Iowa effort was a part of the national study sponsored by the National Council on Community Services and Continuing Education and COMBASE, a community based postsecondary education association -- both Councils of the American Association of Community Colleges. The national research project involved over 110 community colleges in over 24 states and surveyed over 3,000 employers. Iowa was the only state where every community college participated. Iowa colleges represented about 15 percent of the total number of colleges in the national study; Iowa employers were about 20 percent of all employers.

The analysis of the Iowa data and the conclusions and recommendations drawn from the results were couched in the national data -- a much broader perspective than ever before possible.[1] The citizens of the State of Iowa are indebted to the National Council on Community Services and Continuing Education, COMBASE, and Dr. Quinley.

The study was made possible through the support of the Iowa Association of Community College Presidents and the Iowa Association of Deans and Directors of Adult and Continuing Education. Also, special recognition should be given to the committee of Deans/Directors who assisted Dr. Quinley. Members of the committee included:

- Bob Wells (chair) — Indian Hills Community College
- Gary Swaney — Western Iowa Tech Community College
- Ward Bean — Iowa Western Community College
- Dr. Nancy Kothenbeutel — Eastern Iowa Community College District
- Dr. John Hartwig — Iowa Department of Education
- Dr. Bob Schlimgen — North Iowa Area Community College

Acknowledgments were written by Dr. Bob Schlimgen, February 1996.

[1] National comparisons are not provided in this study because the Iowa study was completed before the national report.

Foreword

The network of community colleges in Iowa is a strong and successful post-secondary educational system. The community college system has served the State of Iowa for over 30 years offering many types of educational programs and business and industry training in a comprehensive manner.

The mission of Iowa's community colleges includes economic and workforce development through lifelong learning programs and customized training. With increasing international competition, business and industry have looked to community colleges to develop programs that increase the skill level of their workforce.

Iowa's community colleges remain the most logical providers of workforce development training for Iowa businesses and organizations. The Iowa community college system reaches into every corner of the state. The system's quality has been overwhelmingly confirmed in two state-wide studies by the customers -- Iowa business and industry. By building local and regional training partnerships with business and industry, Iowa's community colleges provide a quality, cost-effective, infrastructure and workforce training delivery system.

There is a need for community college education to be accountable to the population that it serves. Iowa's community colleges have taken a proactive accountability approach and have undertaken this study to update the results of the original Iowa Workforce Training Survey conducted in 1991. A total of 608 businesses and industries were surveyed in the present study. This study represents a collaborative effort among four educational entities (1) Iowa's community colleges, (2) Iowa's business and industry, (3) the National Council on Community Services and Continuing Education, and COMBASE, a community based postsecondary education association. This collaborative effort is of special significance since it clearly demonstrates a proactive philosophy through a third-party focus.

Workforce development training must be a high priority for America's and Iowa's economic success. Information collected from Iowa's business and industry respondents regarding workforce training and retraining needs provides excellent support that Iowa's community colleges can become an even more effective workforce development and training delivery system in the 1990s and beyond.

Joy Corning
Lieutenant Governor
State of Iowa

Preface

Driven by advanced technology, fast-paced innovation, and heightened global competition, the workplace in America is changing rapidly. Concepts such as new and emerging technology, participative management, statistical quality controls, and just-in-time production -- previously known to a few -- are now common vocabulary in today's corporate boardrooms. As the workplace changes, the level of skills needed by the workforce to accommodate these changes rises -- sometimes dramatically. The new workplace requires adaptive and innovative workers with strong interpersonal skills. This new worker will be expected to have as broad a set of skills as was previously required only of supervisors and management. Workers will be called upon to upgrade these skills regularly; career changes several times during a lifetime will be common.

This demand for training and retraining is often met through the nation's system of community colleges' continuing education divisions. Over the past three decades, Iowa's community colleges' continuing education divisions have been major providers of high quality workforce training to Iowa businesses and organizations. Through vocational/technical supplemental programs, 367,108[2] Iowa employees improved their workplace skills in academic year 1994-95 (Iowa Department of Education, 1995). Through these efforts Iowa businesses have been strengthened in order to succeed and survive in today's technologically advanced and global economy. An employer in the survey commented, "Job training and adult education programs have been very positive, and our employees need this local support to stay competitive." Another employer said, "We believe that our local community college is doing a good job. Life-long learning is critical, and the community college is central. Keep up the good work."

In large part, due to the positive experience of Iowa employers with these workforce training programs and the community college presence in every corner of the state, Iowa's community colleges' continuing education divisions have emerged as the most logical providers of workforce development training. In partnerships with business and industry, Iowa's community colleges comprise a high-quality, cost-effective, responsive workforce development delivery system (Iowa Association of Adult and Continuing Education Deans and Directors, 1996). Results of this study raise the question whether the system will be able to keep pace with workplace demands without additional support from business and industry and from government.

Workforce development and training must be a high priority for America's and Iowa's economic success. The results of this study will assist Iowa community colleges in their quest to become ever more effective as a workforce development and training delivery system.

[2] Official figure adjusted by 20 percent to reduce employee duplication in total count.

Abstract

Rationale and Methodology

Over the past three decades, Iowa's community colleges' continuing education divisions have been major providers of high quality workforce training to Iowa businesses and non-profit organizations. This research sought the perspectives of Iowa employers and Iowa deans and directors of continuing education to shed light on two basic questions that concern workforce training:

1. What are the training and retraining needs of business?
2. How can Iowa community colleges' continuing education divisions best meet these needs?

The study was also, in part, a follow-up of a similar Iowa study conducted five years earlier.

The study's methodology included two approaches. (1) a survey mailed to Iowa employers, and (2) two, one-page summaries written by the deans and directors of continuing education. The summaries described an exemplary practice in workforce training and discussed factors that contribute to or mitigate against the success of workforce training programs. Of the 1,069 survey sent, 608 were returned -- a response rate of 56.9 percent

Results

The study found that the Iowa community colleges were responding to the needs of Iowa business and other organizations for workforce training and retraining.

- All types of business were served with the largest concentration of service in the industrial/manufacturing, health services, and government/pubic sectors. The majority of business served were small --- almost 60 percent with 100 employees or less and almost 90 percent with 500 employees or less.

- Three-fourths or more of the employers sought workforce training for their employees to improve employee performance and productivity or to upgrade employee skills.

- About two-thirds of the employers chose a community college because their programs were perceived as a cost-effective value for the money invested.

- About one-half of the employers chose a community college because training at on-site locations was convenient, the training program was customized to meet specific needs, the quality of instruction was good, and past results led to additional contracts.

- Specific skills training areas most needed were professional development, computer skills, interpersonal skills, communication skills, government regulations, critical thinking sills, personal skills, and business skills.

- Employers were most interested in program that included non-credit and credit classes (just over one-half) or programs with just non-credit classes (just over one-third).

- More than eight in ten employers saw distance learning technology as a potential benefit to workforce training efforts.

The study supported the contention that Iowa community colleges were providing high quality, flexible workforce training programs.

- The quality of training provided was rated as "good" or "excellent" by 95 percent of the employers.

- Other ratings of quality were also very positive, including "responsiveness to employer needs," "the cost of training," and skills of employees trained by Iowa colleges in technical, computation, interpersonal, and communication skills area.

- Positive comments about workforce training program made by employers outnumbered negative comments by a margin of over ten to one.

- Ninety-five percent of the employers would recommend community college workforce training programs to others -- 4.5 percent were not sure and only .5 percent would withhold their recommendation.

The results indicated an increasing need for workforce training programs, and that the community college system is in a position to meet these needs.

- About one-fourth of the employers estimated that over three-fourths to all of their current workforce needed additional training; almost one-half estimated that from one-half to all needed additional training.

- The study's results highlighted the extensive and effective linkage of community colleges programs with business and industry, with government, and with other service providers. This system reaches into every corner of the state.

- However, employers and the deans/directors commented that the system's current resources may not be adequate to meet future needs. The study also noted that college promotional activities and internal college policies and procedures were also limiting factors.

Recommendations

Fourteen recommendations for action were made based on the results of the study. The recommendations were consistent with the white paper on workforce development recently published by the Iowa Association of Adult and Continuing Education Deans and Directors (1996). The recommendations included suggested action for community colleges, for business and industry, and for government.

IOWA WORKFORCE TRAINING STUDY

Iowa Association of
Adult & Continuing Education
Deans & Directors

April 1996

Iowa Association of Adult and Continuing Education
Deans and Directors

Iowa Workforce Training Study

Introduction

Workforce development systems focus on the customized training and retraining needs of business and industry. However, the important role of Iowa's community colleges in workforce development encompasses more: (1) apprenticeship training, (2) continuing education, (3) professional development programs, (4) Small Business Development Centers, (5) school-to-work transition programs, (6) youth apprenticeship, and (7) workplace basic skills and assessment (Iowa Association of Adult and Continuing Education Deans and Directors, 1996).

For the purposes of this study, workforce training is defined as those activities designed to improve the competencies and skills of current or new employees of business, industry, labor, and government (American Association of community Colleges, 1993). Such training is typically provided on a contract basis with the employer who: (1) defines the objectives of the employee training, (2) schedules the duration of the training, (3) specifies the delivery mechanism by which training is provided, and (4) delineates competencies of the trainer. Workforce training is customer-driven, involves payment by the customer to the training provider, and is usually linked to some economic development strategy of the employer (Jacobs, 1992).

Purpose

This research seeks the perspectives of the Iowa employers and Iowa deans and directors of continuing education to shed light on two basic questions:

1. *What are the training and retraining needs of businesses and organizations in Iowa?*
2. *How can Iowa community colleges' continuing education divisions best meet these needs?*

Several basic purposes of the study cluster around these two basic questions. The purposes are:

- *To explore the extent and nature of training and retraining needs of the current Iowa workforce.* The study asked employers to estimate the proportion of their workforce that needs additional training, to indicate the extent that training is

needed in specific training skills areas; and the study inquired whether workforce programs should include non-credit, credit, or both non-credit and credit classes. The research study asked employers about their goals for workforce training and whether distance learning approaches to training would benefit their companies. The study also had employers estimate the effect changing technology has on the need for workforce training.

- *To determine the value of community colleges in providing workforce training to state policy makers and the public.* Employers were asked why they would select a community college to meet their training needs. They also rated Iowa community college workforce training programs on several dimensions, and reported whether they would recommend community college programs to other businesses.

- *To identify factors that contribute to the success of workforce training, as well factors that mitigate against success.* These factors are detailed in comments made by employers in a survey, addressed in analytical summaries written by the deans and directors of continuing education, and inferred from responses in the survey of employers. The respective roles of community colleges, business and industry, and government are also addressed.

- *To illustrate the state-wide results and to make recommendations regarding Iowa community colleges as the primary workforce training delivery system.* The results of the survey of employers and the analytical summaries written by deans and directors of continuing education are used in support of the recommendations. The study's recommendations are in close agreement with recommendations made in a white paper written by Iowa deans and directors of continuing education (Iowa Association of Adult and Continuing Education Deans and Directors, 1996).

This study is also, in part, a follow-up of a similar Iowa research study conducted in 1991, ***A Study of the Impact of Iowa community college Continuing Education Program***. A secondary purpose of this study is to compare the earlier findings with the findings of the current study.

Method

All fifteen Iowa community colleges' continuing education divisions participated in the study. The names and titles of the college contact person and their respective colleges are provided in Appendix A, "College Contact for Workforce Study."

The study's methodology included two approaches:

1. A survey mailed to Iowa employers.
2. Two, one-page summaries written by the deans and directors of continuing education.

Survey. In the survey component, colleges identified the businesses and organizations they served in academic year 1994-95 through workforce training programs. (In a few cases, employers who were not previously served were included in the sample.) Colleges sent these establishments a three page survey, forwarded with a cover letter from the college president or the dean/director of continuing education. The survey included multiple choice items and an open-ended comment question. Appendix B, "Survey Materials," provides a copy of the survey and an example of a cover letter. Appendix C, 'Employer Comments," provides a transcription of the comments made by employers.

The survey instrument was based on similar instruments successfully used in Maryland (1991), Michigan (1991), Iowa (1991), and North Carolina (1994). After individual community colleges collected the survey instruments returned by employers, they were sent to a consultant who processed the data and provided statistical analysis.

Summaries. The second part of the research study consisted of two, one-page summaries written by the deans and directors of continuing education. Summaries included (1) a description of their college's most exemplary training program and (2) an analysis of factors that contribute to or mitigate against the success of their workforce training programs. Appendix D, "Summary Narratives," provides a copy of these summaries.

A consultant analyzed the contents of these summaries by using the content analysis approach to interpreting qualitative data. In this technique, categories are developed to organize the comments, and the frequency comments are made by category are noted. These are then woven into an analytical narrative. Because this approach is prone to more subjective interpretation than is quantitative survey methodology, the consultant's interpretation was carefully reviewed by the Iowa Association of Adult and Continuing Education Deans and Directors review team for face validity.

Response Rate. Iowa community colleges sent 1,069 employer workforce training surveys. Of these sent, 608 were returned -- a response rate of 56.9 percent. Eleven of the fifteen community colleges' deans/directors completed summaries.

Results from the Survey of Employers[3]

Types and Sizes of Businesses and Organizations Served

Iowa community colleges' continuing education divisions provide workforce training to employers in all types and sizes of business. The greatest concentration of services to businesses and organizations were in three areas: industrial/ manufacturing (35.2 percent), health services (21.2 percent), and government/public (16.1 percent). These types accounted for almost three-fourths (72.5 percent) of all employers responding to the survey. The remaining categories accounted collectively for 27.5 percent and individually for five percent or less of the total responses.

The majority (57.7 percent) of companies and organizations served by Iowa community colleges were small, defined in the study as 100 or less employees. Very small companies (one to ten employees) equaled 6.8 percent, companies with 11 to 25 employees were 14.5 percent, and establishments with 26 to 100 employees totaled 36.4 percent.

Just under one-third (30.0 percent) of the respondents were mid-sized (from 101 to 500 employees). Large establishments (501 or more employees) represented 12.4 percent of the total number of employers served by Iowa community colleges.

Table 1
Primary Types and Sizes of Businesses or Organizations Served

Type of Business	Freq.	Pct
Construction	20	3.3
Retail/Wholesale	15	2.5
Professional services	19	3.1
Industrial/Manufacturing	214	35.2
Health services	129	21.2
Hospitality services	4	0.7
Utility	11	1.8
Transportation	14	2.3
Finance/Insurance	30	4.9
Agricultural related	22	3.6
Government/Public	98	16.1
Miscellaneous services	7	1.2
Other	32	5.3

Size of Business	Freq.	Pct
1 - 10	39	6.8
11 - 25	83	14.5
26 - 100	209	36.4
101 - 500	172	30.0
501 +	71	12.4

Note: Businesses indicating more than one primary area were counted more than once.

[3] Comments made by employers are not identified by company name to ensure confidentiality.

Figure 1
Types of Business or Organization Served

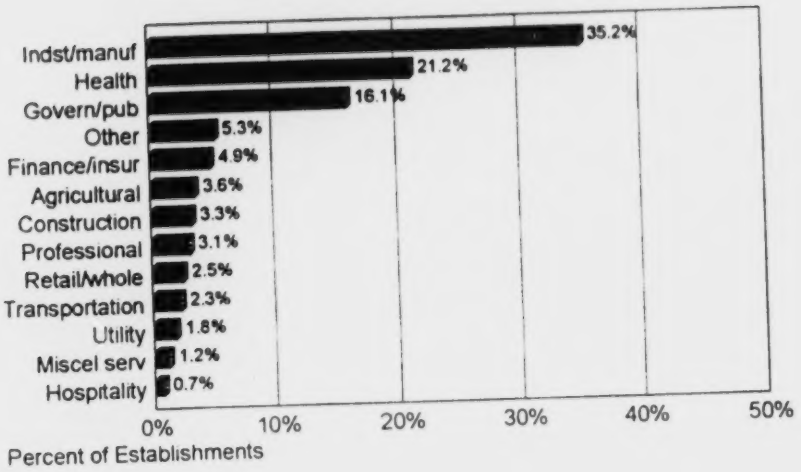
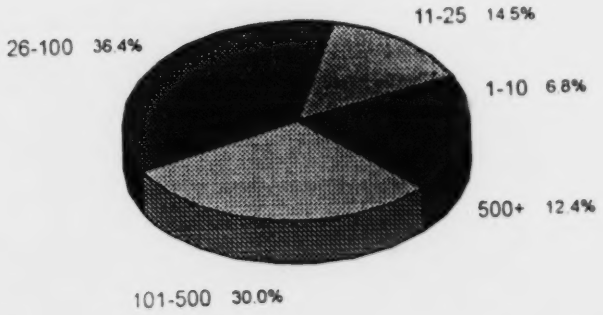


Figure 2
Sizes of Business and Organization



Area by Size. The distribution of respondents by primary type of company or organization varied somewhat by size. However, in all but employers from the utility area, the greatest number of establishments fell within the "26-100" or the "101-501" range -- the same as the total distribution

Table 2[4]
Primary Service Area of Businesses or Organizations by the Size of the Establishment

	1-10	11-25	26-100	101-500	501+	Total
	%	%	%	%	%	
Construction	12.5	12.5	18.8	43.8	12.5	16
Retail/Wholesale	9.1	27.3	27.3	36.4	0.0	11
Professional services	7.1	21.4	21.4	42.9	7.1	14
Industrial/Manufacturing	3.6	9.6	27.9	39.1	19.8	197
Health services	1.7	11.7	53.3	25.0	8.3	120
Hospitality services	0.0	0.0	66.7	33.3	0.0	3
Utility	0.0	0.0	20.0	40.0	40.0	10
Transportation	0.0	11.1	33.3	22.2	33.3	9
Finance/Insurance	3.9	26.9	34.6	30.8	3.9	26
Agricultural related	18.8	12.5	50.0	12.5	6.3	16
Government/Public	21.7	22.9	31.3	14.5	9.6	83
Miscellaneous services	33.3	16.7	0.0	50.0	0.0	6
Other	3.6	25.0	46.4	21.4	3.6	28

Frequency missing = 47

Comparison of 1991 and 1996 Studies. The distribution of survey respondents by primary type in this study was very similar to the earlier Iowa workforce study conducted in 1991. With the exception of "public administration," which was 7.8 percent greater in the 1996 study, all others types by a small margin (no more than 2.1 percent) were less frequently represented in the 1996 study than the 1991 work

The distribution of survey respondents by size of the company or organization was also very similar in the 1991 and the 1996 Workforce Training Studies, the variation by size ranged from -6.3 percent to +3.7 percent. The 1996 study respondents included somewhat more smaller companies and somewhat less mid- to large-sized companies

[4]Percentages may not total 100 due to rounding error

Table 3
Comparison of Respondents by Primary Type: 1991 and 1996 Iowa Workforce Studies

	Percent of Respondents 1991	Percent of Respondents 1996	Difference 1991 to 1996
Construction	5.0	3.6	-1.4
Manufacturing	39.6	38.1	-1.5
Trans./Utilities	4.6	4.5	-0.1
Trade	4.8	2.7	-2.1
Fin/Ins/Real Estate	5.8	5.3	-0.5
Services	30.4	28.3	-2.1
Public Admin.	9.7	17.5	+7.8

Source: Reporting Unit, Iowa Department of Employment Services
Note: Study percent distribution excludes "others" for this table.

Table 4
Comparison of Respondents by Size of Company in 1991 and 1996 Iowa Workforce Training Studies

	Percent of Respondents 1991	Percent of Respondents 1996	Difference 1991 to 1996
1-19	17.6	21.3	+3.7
20-99	33.6	36.4	+2.8
100-Over	48.7	42.4	-6.3

Source: Reporting Unit, Iowa Department of Employment Services
Note: Study size categories were forced into Iowa breakdown as follows: "1-10" plus "11-25" into "1-19"; "26-100" into "20-99"; "101-500" and "500+" into "100-Over".

The high degree of similarity between the 1991 and the 1996 Iowa workforce studies by type and size of business allows the results of the two studies to be compared with a high degree of confidence.

Comparison of Study Distribution with All Iowa Businesses. The companies and organizations served by Iowa Community Colleges reflected the business establishments in the state of Iowa to a large degree. With the exception of two types, the distribution of the difference between survey respondents and all Iowa employers by primary type of business ranged from -7.8 percent to +13.6. Primary business types with a large variation were (1) manufacturing with 31.5 percent greater representation in the study than in the state, and (2)

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trade with 30.1 percent smaller representation in the study than in the state. This may be explained by the speculation that the trade area has a larger concentration of low skilled employees that need training to a lesser extent, while manufacturing concerns include a higher concentration of skilled workers who need continual training and retraining.

Table 5
Comparison of the Type of Establishment in the State of Iowa and the Distribution of Respondents in the Workforce Training Study

	Percent of Establishments	Percent in Workforce Study	Difference Study to Establishments
Ag/For/Fish/Min	2.6	3.8	+1.2
Construction	11.2	3.4	-7.8
Manufacturing	5.2	36.7	+31.5
Trans./Utilities	5.1	4.3	-0.8
Trade	32.7	2.6	-30.1
Fin/Ins/Real Estate	8.4	5.1	-3.3
Services	31.6	27.3	-4.3
Public Admin	3.2	16.8	+13.6

Source: Reporting Unit, Iowa Department of Employment Services
Note: Study percent distribution excludes "others" for this table

Iowa Community Colleges serve mid- to large-sized companies and organizations to a greater extent than they served the very small (1 to 19) companies. This is to be expected because (1) small companies often can not afford customized training with high employee to instructor ratios, and (2) although very small companies represent 87.4 percent of all firms, they hire only 20.5 percent of all employees.

Table 6
Comparison by Size in Iowa with the Study Distribution

	Percent of Employers	Percent in Workforce Study	Difference Study to Employers
1-19	87.4	21.3	-66.1
20-99	9.9	36.4	+26.5
100-499	2.3	30.0	+27.7
500-Over	0.4	12.4	+12.0

Source: Reporting Unit, Iowa Department of Employment Services
Note: Study categories were forced into Iowa breakdowns as follows: "1-10" plus "11-25" into "1-19"; "26-100" into "20-100"; "101-500" into "100-499"

The high degree of similarity between the sample of employers in the study and the distribution of employers in Iowa by employer type and size makes extrapolations from the study to the general population more reliable.

The Extent of Need for Workforce Training

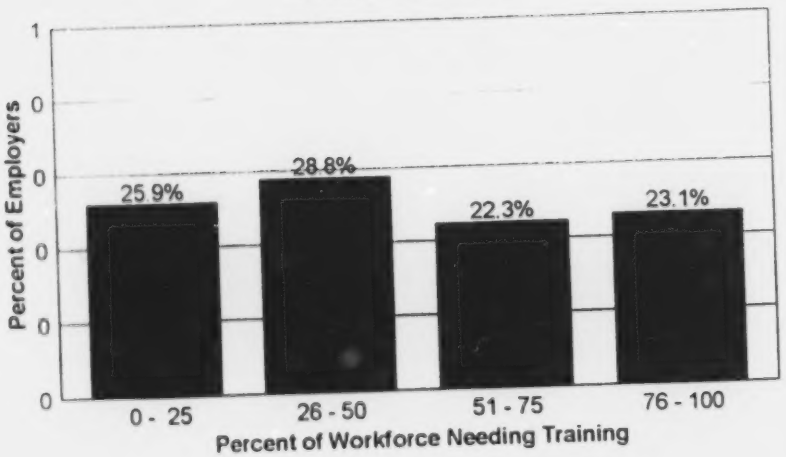
Iowa businesses reported that a substantial proportion of their current workforce needed additional training. About one-fourth (23.1 percent) of the employers estimated that from 76 to 100 percent of their workforce needed training. 22.3 percent estimated 51 to 75 percent, 28.8 percent reported from 26 to 50 percent, and 25.9 percent estimated a need from 0 to 25 percent.

Table 7
Current Employer Training Needs of Companies Served by Iowa Community Colleges

	Frequency	Percent
0 - 25 percent	151	25.9
26 - 50 percent	168	28.8
51 - 75 percent	130	22.3
76 -100 percent	135	23.1

Frequency Missing =24

Figure 3
Extent of Need for Workforce Training of Current Workforce



Need by Employer Type. The extent of need for additional skill training expressed by employers varied considerably by the primary type of business.[5] Businesses indicating a high need (defined as 65 percent or more indicating that more than 25 percent of their current workforce needs training) were construction, professional services, health services, industrial/ manufacturing, hospitality services, utility, agricultural related, finance/insurance, government/public, and other. Employers from transportation, the retail/wholesale and miscellaneous services areas estimated a lower need for additional skills training.

Table 8
Estimate of Percentage of Employees Needing Additional Skill Training by Type of Business or Organization

	Percent of workforce				
	0 - 25 %	26 - 50 %	51 - 75 %	76 - 100 %	Total Number
Construction	31.3	18.8	12.5	37.5	16
Retail/Wholesale	63.6	18.2	0.0	18.2	11
Professional services	15.4	30.8	15.4	38.5	13
Industrial/Manufacturing	18.7	33.0	30.1	18.2	203
Health services	29.0	31.5	16.1	23.4	124
Hospitality services	33.3	0.0	33.3	33.3	3
Utility	18.2	18.2	27.3	36.4	11
Transportation	22.2	44.4	11.1	22.2	9
Finance/Insurance	20.8	20.8	25.0	33.3	24
Agricultural related	26.7	26.7	13.3	33.3	15
Government/Public	32.6	14.0	20.9	32.6	86
Miscellaneous services	66.7	33.3	0.0	0.0	6
Other	25.9	37.0	18.5	18.5	27

Frequency Missing = 38

Need by Size. The need for additional skill training estimated by respondents was fairly uniform across the different sizes of companies or organizations. Estimates by size needing additional training by at least 50 percent of the employee population ranged from 44.4 percent to 51.3 percent.

[5] Please note that the total number of employers in some areas responding to the survey was small, and, therefore, comparisons of results across employer types must be interpreted with caution.

Table 9
Estimate of Percentage of Employees Needing Additional Skill Training by Size of Business or Organization

	0 - 25 %	26 - 50 %	51 - 75 %	76 - 100 %	Total
1 - 10	29.7	18.9	27.0	24.3	37
11 - 25	32.5	20.8	11.7	35.1	77
26 - 100	26.5	29.1	18.5	25.9	189
101 - 500	22.7	30.7	26.4	20.3	163
501 +	23.4	26.9	29.9	19.4	67

Frequency missing = 53

Specific Training and Retraining Needs

Employers were asked to indicate the extent of their company's training and retraining needs for specific skill areas. Respondents checked "not needed," "needed," "much needed," "don't know," or "not applicable" for each of 12 specific skills areas. The areas were defined as composite skills groups as follows:

Table 10
Definition of Composite Skills Areas

Technical skills	Environmental science, advanced math/science/engineering, blueprint reading, statistical process control
Computer skills	Word processing, spreadsheets, database, CAD/CAM, programming languages
Business skills	Business writing, marketing, customer service
Professional development	Basic supervision, total quality management, time management
Communication skills	Reading, writing, math, listening, & speaking
Computational skills	Basic math, charts, & graphs
English as a Second Language	Non-native English speakers
Interpersonal skills	Interacting with others, working in teams
Government regulations	OSHA, EPA, IRS, hazardous waste, employee harassment
Critical thinking skills	Problem solving, creativity, learning how to learn
Global understanding skills	Understanding world geography, diverse cultures & people
Personal skills	Responsibility, self-esteem, integrity, & honesty
Other skills	Please describe

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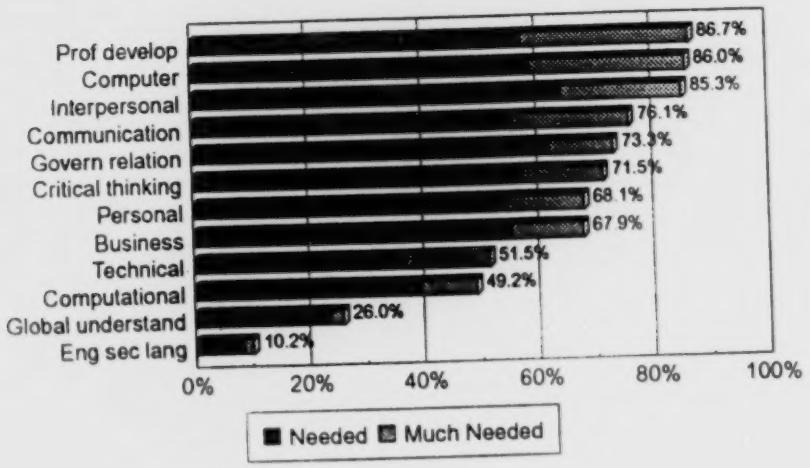
The need for additional skills training in specific areas varied considerably. Specific skills areas needed most (defined as 85 percent or more indicating "needed" or "much needed") were: professional development (86.7 percent), computer skills (86.0 percent), and interpersonal skills (85.3 percent). Specific skills areas needed second most (defined as 65 percent to 84 percent indicating "needed" or "much needed") were: communication skills (76.1 percent), government regulations (73.3 percent), critical thinking skills (71.5 percent), personal skills (68.1 percent), and business skills (67.9 percent). Specific skills areas needed relatively less often were technical skills (51.5 percent), computational skills (49.2 percent), global understanding skills (26.0 percent), and English as a second language (10.2 percent).

Table 11
Iowa Companies Specific Training and Retraining Needs

	Not Needed %	Needed %	Much Needed %	Don't Know %	Not Applic %	Number
Technical skills	33.2	37.0	14.5	5.1	10.2	551
Computer skills	9.4	59.4	26.6	2.1	2.4	572
Business skills	21.9	55.5	12.4	4.9	5.3	571
Professional development	9.4	57.8	28.9	2.8	1.0	574
Communication skills	18.4	56.1	20.0	3.9	1.6	561
Computational skills	38.8	39.9	9.3	6.1	5.9	559
English as a Second Language	77.8	8.7	1.5	1.8	10.2	549
Interpersonal skills	12.3	64.6	20.7	1.8	0.7	570
Government regulations	21.8	62.5	10.8	3.8	1.0	574
Critical thinking skills	20.6	57.9	13.6	6.5	1.4	572
Global understanding skills	56.0	24.0	2.0	6.2	11.9	563
Personal skills	23.4	54.9	13.2	6.5	1.9	568
Other skills	22.5	21.7	14.2	23.3	18.3	128

Figure 4
Employer Estimate of Training in Specific Skills Areas



Specific Need by Employer Type. The need for specific types of training varied widely across the different types of companies and organizations. Using the convention that a high need equals 85 percent or greater checking "needed" or "much needed," resulted in the following number of high need areas by primary type of business or organization: retail/wholesale -- high need in nine areas; industrial/manufacturing -- high need in eight areas; transportation -- high need in eight areas. However, only in the industrial/manufacturing area did a large percentage of respondents (48.3 percent) estimate that 50 percent or more of their workforce needed training. Comparable figures for the transportation area (33.3 percent) and for the retail/wholesale area (18.2 percent) or considerable lower.

Using the convention that 85 percent or greater checking "needed" or "much needed," represents a high need, this resulted in the following number of high need areas by specific types of training needed: technical skills training -- high need in six businesses and organizations; critical thinking skills -- high need in five businesses and organizations.

Table 12
Percent of Companies Indicating "Needed" or "Much Needed" for Specific Training and Retraining by Type of Company or Organization

	1	2	3	4	5	6	7	8	9	10	11	12	13
	%	%	%	%	%	%	%	%	%	%	%	%	%
Construction	85	27	17	88	21	33	80	44	5	56	31	50	19
Retail/wholesale	93	91	100	93	72	67	100	63	96	94	85	100	78
Professional	80	64	77	65	60	67	80	89	88	88	67	83	40
Indust/manufact	93	91	92	92	86	100	80	78	73	88	81	67	89
Health	86	64	69	54	61	100	80	89	80	88	77	60	76
Hospitality	62	27	42	74	25	33	60	33	42	53	34	17	23
Utility	0	0	9	15	8	67	22	0	0	12	10	25	4
Transportation	92	70	73	84	92	100	70	100	85	88	79	100	93
Finance/insurance	79	55	40	79	80	67	80	78	44	71	74	40	57
Agricultural	69	64	70	77	72	67	89	56	73	76	67	83	61
Govern/public	15	27	44	29	22	33	10	11	24	12	35	0	22
Miscel services	86	82	73	64	79	67	44	67	65	71	69	33	63
Other	20	0	0	29	52	0	0	50	0	50	36	0	50

Key

1 Technical
2 Computer
3 Business
4 Professional
5 Communication
6 Computation
7 Eng second lang
8 Interpersonal
9 Government
10 Critical thinking
11 Global understand
12 Personal
13 Other

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Goals for Workforce Training

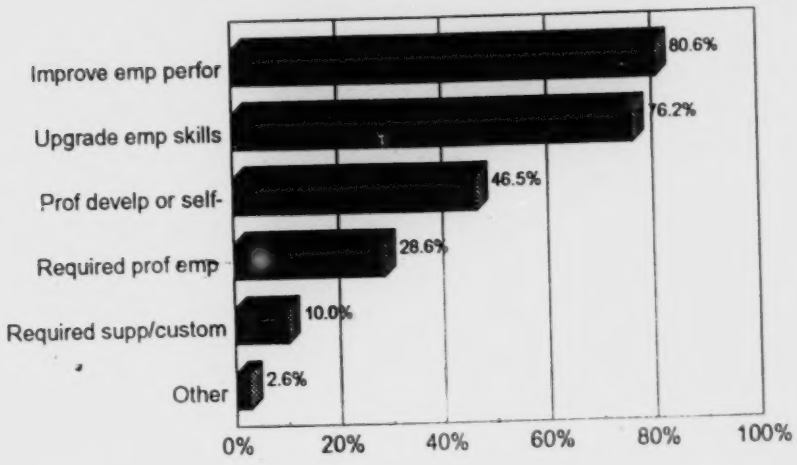
Respondents were asked to indicate which of a list of goals for workforce training pertained to their employees' need for training. Employers were instructed to check all that applied to their situation.

Two goals -- "improve employee performance and productivity" (76.2 percent) and "upgrade employees' skills" (80.6 percent) -- were reported by three-fourths or more of Iowa companies and organizations in the study. Almost one-half (46.5 percent) of the employers contracted for workforce training programs with the goal of professional development or self-enrichment of their employees. Just over one-fourth (28.6 percent) of the respondents sought workforce training because it was required by the profession of the employee; ten percent of respondents sought training because it was required by their suppliers or customers.

Table 13
Goals for Workforce Training Reported by Iowa Companies and Organizations

	Frequency	Percent
Improve employee performance and productivity	463	76.2
Upgrade employees skills	490	80.6
Required by the profession of the employee	174	28.6
Required by suppliers/customers	61	10.0
Professional development or self-enrichment of employees	283	46.5
Other	16	2.6

Figure 5
Percent of Employers Indicating
Various Goals for Workforce Training



The 1991 Iowa Workforce Study asked respondents to indicate their primary training goal; one choice was allowed. In the 1996 study, respondents were allowed to indicate multiple goals. However, the similarity of response pattern was evident by comparing the rankings of responses across the studies. In both studies, items concerning upgrading skills/productivity were ranked first. The ranking of other goals were also similar.

Table 14
Rank Order Comparison of 1991 and 1996 Iowa Workforce Training Studies

1991 Study	Rank Order	1995 Study	Rank Order
Upgrade	1	Upgrade skills	1
Teach new skills	2	Improve performance	2
Professional mandate	3	Required by profession	3
Legal mandate	4	Required by suppliers or customers	4
Self-enrichment	5	Self-enrichment	5
Other reason	6	Other	6

Goals by Primary Area and Size of Business or Organization. "Improve employee performance and productivity" and "upgrade employees skills".were the most important goals for all types of business and organizations, and these goals were checked most frequently by all categories of establishment size. An exception to the overall trend was health services, which reported 61.9 percent of the time that workforce training was contracted because it was required by the profession of the employee -- the overall proportion was 28.6 percent.

Table 15
Goals for Workforce Training by Type of Company

	Improve performance, productivity	Upgrade employee skills	Required profession of the employee	Required by suppliers/ customers	Professional development, enrichment	Other
	%	%	%	%	%	%
Construction	81.3	56.3	18.8	12.5	43.8	0.0
Retail/Wholesale	81.1	63.6	36.4	18.2	54.6	0.0
Professional services	64.3	71.4	14.3	14.3	28.6	0.0
Industrial/Manufacturing	79.8	86.1	13.9	12.5	45.2	4.3
Health services	70.6	79.4	61.9	5.6	58.7	2.4
Hospitality services	100.0	100.0	0.0	33.3	66.7	0.0
Utility	100.0	81.8	36.4	0.0	36.4	0.0
Transportation	88.9	66.7	33.3	22.2	11.1	0.0
Finance/Insurance	70.4	74.1	18.5	7.4	55.6	0.0
Agricultural related	82.4	70.6	17.7	23.5	47.1	0.0
Government/Public	68.1	80.2	30.8	6.6	33.0	2.2
Miscellaneous services	50.0	66.7	0.0	0.0	33.3	0.0
Other	92.7	89.3	25.0	7.1	60.7	3.6

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Table 16
Goals for Workforce Training by Size of Company

	Improve performance, productivity	Upgrade employee skills	Required profession of the employee	Required by suppliers/ customers	Professional development, enrichment	Other
	%	%	%	%	%	%
1 - 10	63.2	73.7	31.6	10.5	34.2	0.0
11 - 25	68.4	72.2	27.9	7.6	35.4	6.3
26 - 100	76.8	79.8	37.4	6.6	46.0	3.5
101 - 500	77.4	84.4	25.8	14.4	52.7	1.2
501 +	84.3	82.9	18.6	14.3	48.6	1.4

Need for Programs Offering Credit Classes, Non-credit Classes, or Both

Employers were asked to indicate whether their workforce needed training programs that included credit, non-credit, or both credit and non-credit classes. Respondents were most interested in programs that included both credit and non-credit classes -- 55.0 percent checked this response item. Just over one-third (38.9 percent) of the employers wanted non-credit classes only and 6.0 percent indicated programs that offered only credit classes.

Looking at the conjunction of credit and non-credit interest, over nine in ten (93.9 percent) of the respondents reported a need for either non-credit or both credit and non-credit classes. Just over six in ten (61.0 percent) of the employers reported a need for workforce programs with either credit or credit and non-credit classes.

Table 17
Type of Classes Needed by Companies and Organizations

	Frequency	Percent
Credit	35	6.0
Non-credit	225	38.9
Both	318	55.0

Frequency Missing = 29

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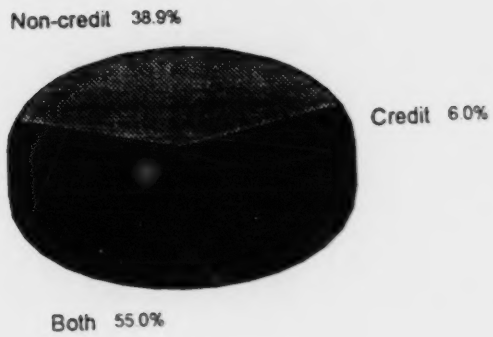
Figure 6
Type of Classes Needed



Type of Class by Primary Area and Size. The order of preference by class type (both credit and non-credit, non-credit, and credit) is the same for companies and organizations regardless of the type of establishment or the size of the establishment. Exceptions by primary area include construction -- interested primarily in non-credit -- and the professional services area -- showing a higher than overall interest in credit. By company or organization size, very small establishments (1 to 10) reported a greater interest in credit classes than the figure overall.

Table 18
Need for Credit, Non-credit, or Both by Type of Company or Organization

	Credit %	Non-credit %	Both %	Total
Construction	12.5	62.5	25.0	16
Retail/Wholesale	0.0	45.5	54.6	11
Professional services	23.1	38.5	38.5	13
Industrial/Manufacturing	1.5	44.2	54.3	199
Health services	10.7	22.3	66.9	121
Hospitality services	33.3	33.3	33.3	3
Utility	0.0	45.5	54.6	11
Transportation	11.1	33.3	55.6	9
Finance/Insurance	8.0	28.0	64.0	25
Agricultural related	5.9	35.3	58.8	17
Government/Public	8.1	37.9	54.0	87
Miscellaneous services	0.0	50.0	50.0	6
Other	7.4	63.0	29.6	27

Frequency Missing = 41

Table 19
Need for Credit, Non-credit, or Both by Size of Company or Organization

	Credit %	Non-credit %	Both %	Total
1 - 10	26.3	34.2	39.5	38
11 - 25	8.2	42.5	49.3	73
26 - 100	6.0	40.5	53.7	190
101 - 500	4.3	38.3	57.4	162
501 +	1.5	34.9	63.7	66

Frequency missing = 57

Perceived Benefit of Distant Learning Training Programs

Distant learning methods of program delivery are increasingly becoming important components of workforce training programs. This idea was expressed in a comment made by one Iowa employer, "To stay in a global community we must continue to learn, and the best way would be at home via distance learning."

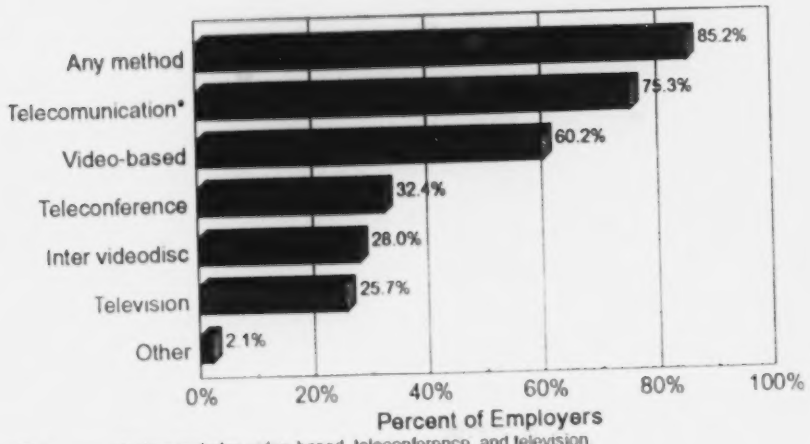
Iowa employers were asked to check any or all of five distant learning methods they saw as a benefit to their company or organization. Over eight in ten (85.2 percent) of employers checked one or more of the distant learning options. Three-fourths (75.3 percent) of the employers checked one or more of the telecommunication options (video-based, teleconference seminars, or television-based).

Video-based training received the largest single-item response with 60.2 percent checking this item. The other distant learning programs were reported as a benefit by one-third to one-fifth of Iowa companies and organizations: teleconference seminars (32.4 percent), interactive videodisc training (28.0 percent), and television-based learning (25.7 percent).

Table 20
Distant Learning Training Programs Reported as a Benefit by Iowa Companies

	Frequency	Percent
Any method	518	85.2
Telecommunication (video, teleconference, television)	458	75.3
Teleconference seminars	197	32.4
Video-based training	366	60.2
Interactive videodisc training	170	28.0
Television-based training	156	25.7
Other	31	2.1

Figure 7
Extent Distant Learning Seen as a Benefit



*Telecommunication includes video-based, teleconference, and television

Distant Learning Preferences by Primary Area and Size.

With the exception of respondents from utility companies and hospitality services, video-based training was preferred by all types of establishments. The same trend held true for all sizes of companies and organizations.

Table 21
Distant Learning Training Programs Reported as a Benefit by Type of Company or Organization

	Teleconfer seminars %	Video training %	Interative videodisc training %	Television training %	Other %
Construction	31.3	81.3	31.3	25.0	6.3
Retail/Wholesale	27.3	54.6	36.4	9.1	9.1
Professional services	42.9	50.0	21.4	28.6	0.0
Industrial/Manufacture	28.4	66.4	30.8	26.0	4.3
Health services	34.9	60.3	27.0	28.6	6.4
Hospitality services	66.7	66.7	33.3	0.0	0.0
Utility	54.6	36.4	54.6	54.6	0.0
Transportation	44.4	55.6	33.3	0.0	0.0
Finance/Insurance	29.6	39.2	25.9	18.5	0.0
Agricultural related	23.5	0.0	35.3	29.4	5.9
Government/Public	38.5	47.1	27.5	29.7	4.4
Miscellaneous services	33.3	53.0	33.3	0.0	0.0
Other	32.1	58.2	0.0	17.9	17.9

Table 22
Distant Learning Training Programs Reported as a Benefit by Size of Company or Organization

	Teleconfer seminars %	Video training %	Interactive videodisc training %	Television training %	Other %
1 - 10	36.8	55.3	15.8	36.8	2.6
11 - 25	24.1	54.4	24.1	20.3	8.9
26 - 100	30.3	65.7	22.2	22.7	2.0
101 - 500	35.3	57.5	37.7	29.3	7.2
501 +	40.0	64.3	35.7	25.7	8.6

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Extent Employers Perceived that Technological Change Will Increase Their Need for Workforce Training

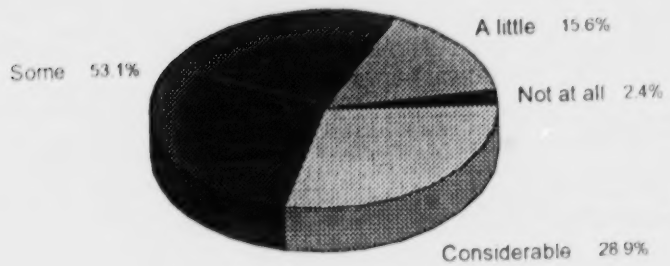
The role of technology as a driver of training needs is well documented. Nearly all Iowa companies and organizations (97.6 percent) saw technological change as increasing their need for workforce training. One-half (53.1 percent) of the employers responded that technological change caused workplace change to some extent; almost one-third (28.9 percent) estimated change to a considerable extent. Only 15.6 percent of businesses saw technology influencing workforce training needs to a little extent, and 2.4 percent of the employers saw technology has having no effect.

Table 23
Extent Companies Report that Technological Change Will Increase Their Need for Workforce Training

	Frequency	Percent
Not at all	13	2.4
A little extent	86	15.6
Some extent	291	53.1
A considerable extent	158	28.9

Frequency Missing = 60

Figure 8
Extent Technological Change Increased Need for Workforce Training



Familiarity with Various Workforce Training Programs and Services

Employers were asked to indicate the extent they were familiar with workforce programs and services offered by Iowa community colleges. Nearly three-fourths of respondents, possessed only limited familiarity with workforce programs conducted by Iowa community colleges. These results confirm the findings of a series of workforce forums held by the American Association of Community Colleges and the United States Department of Labor (Falcone, 1994). In these proceedings, the participants agreed that many business are simply not aware of the community college training programs, and by default many establishments turn to their traditional provider of training -- private consultants.

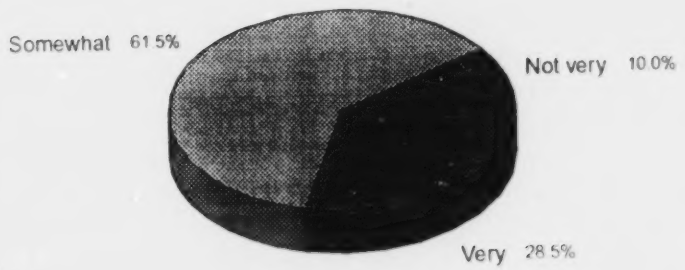
In Iowa, just over one-fifth of the employers (28.5 percent) reported they were very familiar with workforce programs and services. Just over six in ten of the businesses and organizations (61.5 percent) were somewhat familiar, ten percent were not very familiar. One employer suggested that the lack of greater familiarity with workforce programs may be the result of inadequate marketing. The employer commented, "Stronger understanding of college resources need to be marketed on a more professional approach." Another employer noted, "I think many resources are available to use that, either we are not aware of or just don't think of this institution as a provider."

Table 24
Familiarity of Businesses and Organizations with Various Workforce Training Programs

	Frequency	Percent
Not very familiar	60	10.0
Somewhat familiar	369	61.5
Very familiar	171	28.5

Frequency Missing = 8

Figure 9
Familiarity of Employers with Various Workforce Programs



Familiarity by Area. There was considerable variation in the degree of familiarity with Iowa community college programs and services by the type of business or organization. The degree of familiarity reported by utility businesses was higher than the familiarity reported overall; areas with lower than average familiarity were construction, retail/wholesale, finance/insurance, agricultural related, and miscellaneous services.

Table 25
Familiarity with Various Workforce Training Programs by Type of Business

	Not very familiar %	Somewhat familiar %	Very familiar %	Total
Construction	26.7	40.0	33.3	15
Retail/wholesale	27.3	45.5	27.3	11
Professional services	0.0	75.0	25.0	12
Industrial/Manufacturing	5.8	57.3	3639	206
Health services	7.1	64.3	28.6	126
Hospitality services	0.0	66.7	33.3	3
Utility	0.0	27.3	72.7	11
Transportation	11.1	55.7	33.3	9
Finance/Insurance	25.9	66.7	7.4	27
Agricultural related	23.5	64.7	11.8	17
Government/Public	6.7	81.1	12.2	90
Miscellaneous services	33.3	50.0	16.7	6
Other	21.4	42.9	35.7	28

Frequency Missing = 25

Familiarity by Size. Companies and organizations with less than 100 employees tended to be less familiar with Iowa Community College programs and services than were establishments with more than 100 employees Only 17.1 percent of the companies and organizations with ten or less employees were very familiar with Iowa community college programs. Over one-third of the companies and organizations with 101 to 500 employees (36.8 percent) and a similar proportion with 501 or more employees (37.1 percent) were very familiar with Iowa community college programs.

Table 26
Familiarity with Various Workforce Training Programs by Size of Business

	Not very familiar %	Somewhat familiar %	Very familiar %	Total
1 - 10	11.4	71.4	17.1	35
11 - 25	16.5	59.5	25.1	79
26 - 100	11.2	63.8	25.0	196
101 - 500	6.0	57.2	36.8	166
501 +	7.1	55.7	37.1	70

Frequency missing = 40

Reasons for Choosing Iowa Community Colleges for Workforce Training

From a list of possible responses, employers were asked to indicate why they choose Iowa community colleges to meet their workforce training needs. Respondents could check all that applied.

Cost effectiveness was the number one reason given by Iowa businesses and organizations for choosing a community college for workforce training. Two-thirds (67.7 percent) of the respondents checked "cost-effective value for money invested" as a reason. Iowa businesses and organizations reported that convenience was the second most influential reason for choosing a Iowa community college for workforce training. Over one-half (55.7 percent) of the respondents checked, "convenience: provided training at on-site business location."

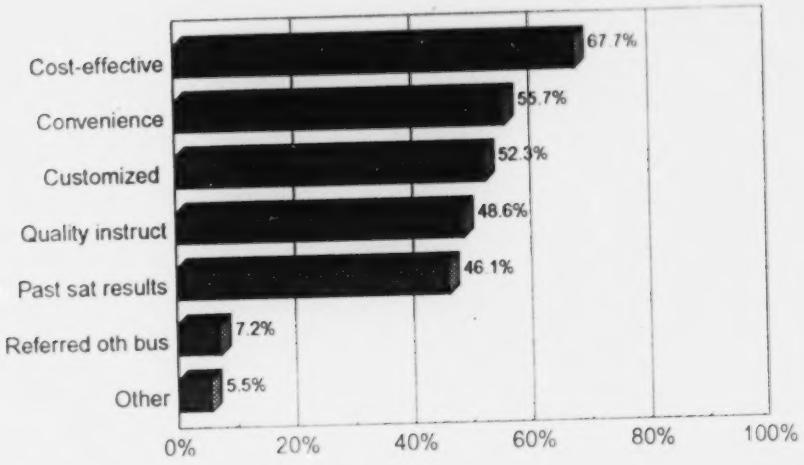
Additional reasons indicated by 45 percent or more of the respondents were: "community college customized training program for our needs," "quality of instruction," and "contracted with community college in past with satisfactory results." Only 7.2 percent of businesses and organizations indicated that referrals by other business was a reason for choosing workforce training through a Iowa community college.

The written comments made by employers reflected the results from this survey question. Positive comments outnumber negative responses by more than ten to one. Typical comments include: "Filling the need at an acceptable cost, and they are convenient. We find the combination of easy access, cost, and quality of instruction very helpful." "Appreciate the close proximity of our community college. Access to affordable training and quality training opportunities." "Very cost- effective, pro-active and responsive, with excellent staff."

Table 27
Reasons Given by Business and Organizations for Choosing Iowa Community Colleges for Training

	Frequency	Percent
Cost-effective value for money invested	412	67.7
Quality of instruction	296	48.6
Community college customized training program for our needs	318	52.3
Convenience: provided training at on-site business location	339	55.7
Training program(s) referred to us by other business	44	7.2
Contracted with community college in past with satisfactory results	280	46.1
Other	33	5.5

Figure 10
Reasons for Choosing Iowa Community College for Workforce Training



Reasons by Type and Size of Business. Employers of all types of businesses most frequently reported that "cost-effective value for the money invested" was a reason for choosing a community college for workforce training. Responses for the other categories of reasons by employer type were generally similar to the overall results.

"Cost-effective value for the money invested" was also the most frequently reported reasons for choosing a community college across all sizes of businesses. Responses for the other categories of reason by employer size were very similar to the overall results with one exception. Businesses with 25 or fewer employees tended to base use on successful past experience to a lesser extent than the larger sizes of business.

Table 28
Reasons for Choosing Community College by Type of Business

	Cost %	Instruct %	Customize %	Conven %	Referral %	Past Exp %
Construction	70.0	45.2	40.0	60.0	5.0	40.0
Retail/wholesale	46.7	26.7	33.3	40.0	6.7	26.7
Professional services	47.4	36.8	26.3	36.3	0.0	26.3
Industrial/Manufacturing	69.2	43.4	60.3	68.7	11.7	46.7
Health services	68.2	51.2	44.2	47.3	6.2	51.2
Hospitality services	75.0	50.0	25.0	75.0	25.0	75.0
Utility	90.9	72.7	45.5	54.6	9.1	63.6
Transportation	71.4	21.4	47.1	64.3	7.1	28.6
Finance/Insurance	63.3	40.0	36.7	30.0	0.0	26.7
Agricultural related	54.6	27.3	31.8	40.9	4.6	45.5
Government/Public	64.3	36.7	39.8	37.8	7.1	37.8
Miscellaneous services	57.1	28.6	28.6	28.6	14.3	28.6
Other	65.6	34.4	43.8	40.6	0.0	43.8

Table 29
Reasons for Choosing Community College by Size of Business

	Cost %	Instruct %	Customize %	Conven %	Referral %	Past Exp %
1 - 10	69.2	43.6	41.0	53.9	5.1	28.2
11 - 25	56.6	36.1	37.4	55.4	6.0	28.9
26 - 100	63.6	41.2	47.4	49.3	9.6	43.1
101 - 500	74.4	48.3	52.3	58.1	8.1	52.9
501 +	70.4	42.3	59.2	54.9	4.2	59.2

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Ratings Regarding Aspects of Workforce Training Programs

Employers were asked to rate the quality of their experiences with Iowa community colleges' continuing education divisions concerning seven factors associated with workforce training. Three of the factors were directed at the program level -- "quality of training," "responsiveness to employer needs," and "cost of training." The four remaining factors concerned student outcomes -- "technical skills," "communication skills," "computational skills," and "interpersonal skills."

Program and student outcome factors associated with workforce training were highly rated by Iowa companies and organizations. Eliminating the responses from respondents who checked, "do not know," the percentage of businesses and organizations who rated individual program factors as "good" or "excellent" ranged from about 87.9 percent to 94.7 percent. The quality of the training provided was rated "good" or "excellent" by 94.7 percent of Iowa businesses and organizations, with college responsiveness to employer needs at 90.5 percent of respondents, and the cost of training at 87.9 percent of Iowa establishments. All but a few companies and organizations felt they knew enough about the workforce programs to rate these items.

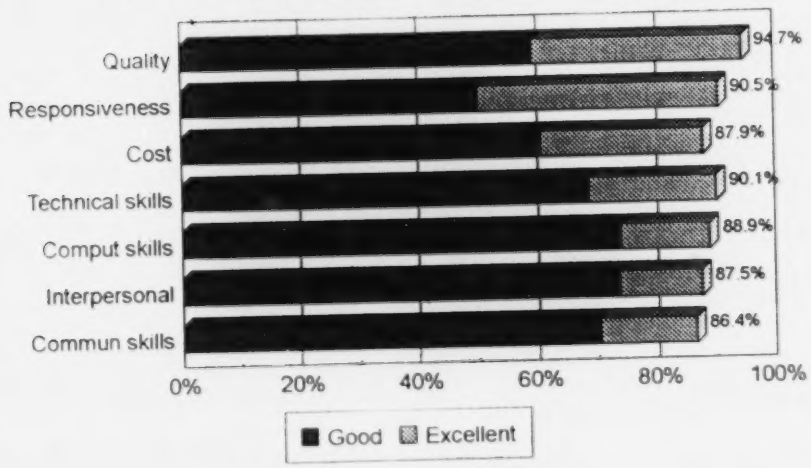
Comments by employers concerning the quality of the workforce training program and, in particular, the quality of training were overwhelmingly complementary. Of the 115 comments made about program quality, 106 were positive and only nine were negative. Typical positive comments made by employers include: "I have nothing but good to say about our local community college. I think they are doing an excellent job." "Excellent resource. I feel very positive about the training programs provided by our community college. Your staff is great!" "We have had excellent instructors. We appreciate their flexibility, knowledge, and their effort to achieve expected results from our employees." "We are delighted with the training and are looking forward to more. Employees are thrilled with learning and the instructors are great. We have some special cases and received excellent training." "The college has been very good in working with our employees on an individual basis as well as in designing courses to meet our needs."

The percentage of employers that rated the various student outcomes of training provided by Iowa community colleges as "good" or "excellent" ranged from 86.4 percent to 90.1 percent. Ratings of "good" or "excellent" were: technical skills (90.1 percent), computational skills (88.9 percent), interpersonal skills (87.5 percent), and communication skills (86.4 percent). Across these items, 15 percent to 40 percent of the respondents indicated they did not know enough about the individual student outcome to make an informed opinion. Program rating factors are germane to all training programs, but not all student outcome factors are relevant to every training program.

Table 30
Ratings of Iowa community colleges by Aspects of Workforce Program

Percent	Poor %	Fair %	Good %	Excel - lent %	Number Don't know
Quality of training provided	0.2	5.1	59.4	35.3	24
Responsiveness to employer needs	0.5	9.0	50.2	40.3	27
Cost of training	0.9	11.1	60.7	27.2	31
Technical skills of employees educated by College	0.2	9.7	68.6	21.5	88
Basic computational skills of employees educated by College	0.6	10.5	74.0	14.9	207
Interpersonal skills of employees educated by College	1.0	11.5	73.7	13.8	162
Basic writing, speaking, communication skills of employees educated by College	0.8	12.8	70.3	16.1	163

Figure 11
Employer Ratings of Good or Excellent
Concerning Aspects of Workforce Programs



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The 1991 Iowa workforce training study also reported a high degree of satisfaction with the quality of training (Iowa Department of Education, 1991) Figures for the 1991

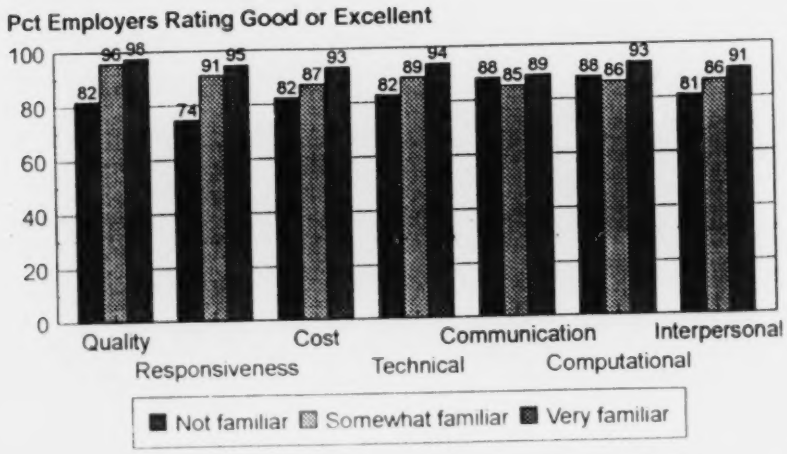
study were: very satisfied (39.7 percent), satisfied (56.7 percent), uncertain (3.0 percent), unsatisfied (0.4 percent), and very unsatisfied (0.2 percent).

Rating by Familiarity. Positive ratings of both program and student outcomes factors by Iowa businesses and organizations were higher for those respondents who reported greater familiarity with Iowa community college programs and services. By the degree of familiarity across the seven ratings factors, the proportion of respondents who gave Iowa community colleges a "good" or "excellent" rating were as follows: not very familiar (74.4 to 88.0 percent); somewhat familiar (85.1 to 95.6 percent); very familiar (88.9 to 97.5 percent).

Table 31
Percent Rating Program and Student Factors as Good or Excellent by Level of Familiarity

	Not familiar %	Somewhat familiar %	Very familiar %
Quality of training provided	81.6	95.6	97.5
Responsiveness employer needs	74.4	90.7	94.5
Cost of training	82.1	87.0	93.1
Technical skills employees educated by College	82.4	88.9	93.9
Basic writing, speaking, communication skills employees educated by College	88.0	85.1	88.9
Basic computational skills employees educated by College	88.0	86.2	93.2
Interpersonal skills of employees educated by College	80.8	86.4	90.6

Figure 12
Employer Ratings of Program Aspects
By Degree of Familiarity



Ratings by Area and Size. The ratings of the various program and student factors across business and organization types consistently reflected the high overall ratings. With only a few exceptions, all ratings by establishment type saw 85 percent or greater ratings of "good" or "excellent." Agricultural services was an exception to this trend. Except "quality of training," all of the factors for agricultural services received "good" or "excellent" ratings below the 85 percent mark. However, it is important to note that only 13 respondents were identified as agricultural related.

The ratings of the various factors across the businesses and organizations by size consistently reflected the high overall ratings. With only one exception, all ratings of good plus excellent summed to 85 percent or higher.

Table 32
Percent Ratings of Program and Student Outcomes as Good or Excellent by Establishment Type

	1 %	2 %	3 %	4 %	5 %	6 %	7 %
Construction	91.7	92.3	100	92.3	90.0	90.0	83.3
Retail/wholesale	80.0	100	88.9	85.7	99.9	85.7	87.5
Professional services	92.3	100	84.6	83.3	87.5	87.5	87.5
Industrial manufacturing	95.3	92.4	89.0	92.7	87.1	91.9	89.0
Health service	96.6	84.9	86.4	88.8	81.9	83.8	86.5
Hospitality service	100	100	100	100	100	100	100
Utility	90.9	91.9	90.9	80.0	100	83.3	75.0
Transportation	100	100	77.8	88.9	100	100	100
Financial/insurance	95.8	91.7	88.3	92.9	71.4	83.3	75.0
Agricultural related	84.6	69.2	76.9	70.0	80.0	75.0	80.0
Government/public service	98.7	92.2	89.7	89.0	87.3	87.2	85.5
Miscellaneous services	25.0	33.3	66.7	100	100	100	100
Other	95.2	95.5	95.2	90.0	92.3	100	100

Key: 1 Quality; 2 Responsiveness; 3 Cost; 4 Technical; 5 Communication; 6 Computation; 7 Interpersonal

Table 33
Ratings of Program and Student Outcomes as Good or Excellent by Establishment Size

	Quality %	Responsiveness %	Cost %	Technical %	Communication %	Computation %	Interpersonal %
1-10	81.8	87.9	78.8	72.7	68.8	53.1	59.4
11-25	84.1	80.3	78.9	64.8	52.2	42.0	55.9
26-100	91.9	85.5	86.5	78.8	59.2	54.2	61.1
101-500	93.8	87.7	86.9	76.9	65.8	62.8	66.9
501 +	91.3	89.9	85.3	75.0	55.9	52.9	59.1

Iowa Businesses Who Would Recommend Iowa Community Colleges

The bottom-line rating item asked of Iowa employers in regard to Iowa community college workforce training programs was whether or not the employer would recommend the service to other businesses. Ninety-five percent of Iowa businesses and organizations reported they would recommend an Iowa community college workforce training programs, either without reservation (77.0 percent) or recommend, with reservation (18.0 percent) Only 4.7 percent of the respondents were not sure about a recommendation and only two respondents (0.3 percent) would not recommend an Iowa community college.

One employer summed up the survey results in his comment, "I recommend using the college for job training and for helping with job expansion and training. The college has many good ideas for our uses."

Table 34
Companies and Organizations that Would Recommend Iowa Community Colleges

	Frequency	Percent
Yes, without reservation	441	77.0
Yes, with reservation	103	18.0
No	2	0.3
Not sure	27	4.7

Frequency Missing = 35

Figure 13
Employers Who Would Recommend
Iowa Community Colleges

A high proportion of the respondents in the 1991 Iowa workforce training study also would recommend Iowa community colleges workforce training programs (Iowa Department of Education, 1991). Figures for the earlier study were 95.6 percent "yes," 0.2 percent "no," and 4.2 percent "not sure."

Recommendation by Type. There was noticeable variation of respondent recommendation by type of business or organization. Business areas with higher than overall responses were: utility and transportation -- both at 100 percent without reservation. Lower than overall business areas were: professional services, agricultural related, and miscellaneous services. Areas with results similar to the overall findings were: retail/wholesale, industrial/manufacturing, health services, hospitality services, finance/insurance, government/public, and other. When comparing these results please note, that some areas have only a few respondents and, therefore, percentage comparisons must be made with caution.

Table 35
Percentage of Companies and Organizations that would Recommend Iowa Community Colleges by Area of Business or Organization

	Yes, without reservation %	Yes, with reservation %	No %	Not sure %
Construction	53.3	33.3	--	13.3
Retail/Wholesale	70.0	20.0	--	10.0
Professional services	53.9	38.5	--	7.7
Industrial/Manufacturing	77.1	17.9	--	5.0
Health services	81.4	15.3	--	3.4
Hospitality services	66.7	33.3	--	0.0
Utility	100.0	0.0	--	0.0
Transportation	100.0	0.0	--	0.0
Finance/Insurance	84.6	15.4	--	0.0
Agricultural related	57.1	28.6	--	14.3
Government/Public	75.3	20.0	--	4.7
Miscellaneous services	50.0	50.0	--	0.0
Other	77.8	11.1	--	11.1

Recommendation by Size. Iowa businesses and organizations with ten or less employees tended to be somewhat less certain when recommending Iowa community colleges Six in ten (61.8 percent) recommended without reservation and about one-third (32.4 percent) recommended with some reservation. Results from the other size categories were very similar to the overall results.

Table 36
Percentage of Companies and Organizations that Would Recommend Iowa Community Colleges by Size of Business or Organization

	Yes, without reservation %	Yes, with reservation %	No %	Not sure %
1 - 10	61.8	32.4	--	5.9
11 - 25	73.2	18.3	--	8.5
26 - 100	82.3	11.8	--	5.9
101 - 500	79.0	17.9	--	3.1
501 +	74.6	20.9	--	4.5

Results from Summaries Written by Deans and Directors of Continuing Education

Factors that Support or Mitigate Against Successful Workforce Training

In addition to seeking the thoughts of Iowa employers concerning Iowa community college workforce training programs, the study asked the deans and directors that administered these programs to share their perceptions. Deans and directors were asked to write two, one page summaries. One summary described an exemplary workforce training program at their college. The other summary analyzed the factors that supported successful workforce training programs or that mitigated against successful programs at their colleges. Quotes in this section of the report are taken from these summaries.

There are many ways to organize the comments made by the deans and directors of Iowa community college workforce training programs. This paper adopts the following framework:

Table 37
Framework for Analysis of Summaries

Internal inputs	• College mission and priorities • Program leadership and expertise • Instructional quality • Organizational structures • Program resources
Internal practices	• Pre-planning • Customization and responsiveness • Marketing
College/employer/ government relations	• Image and familiarity with programs • Corporate and other partnerships • Employer recognition of need • Funding programs and approaches

Internal Inputs

Supporting the economic development of the community they serve has been an important purpose of the comprehensive community college since its founding. In the nation, 96 percent of community colleges provide workforce training for employees of business, industry, labor, and government (Doucette, 1993). The volume of such activity is growing among community colleges and is clearly reflective of great interest among corporate and non-

profit clients who look to community college workforce training programs to meet their unique needs (Community College Roundtable, 1994).

Driven by global competition and technological change, Iowa businesses are increasingly compelled to help their employees develop current skills at higher levels of functioning as well as to develop new skills. Several of the examples provided by Iowa deans and directors described businesses that looked to training programs to help turn their enterprises around after a year or years of losses. Other examples included businesses that turned to Iowa community colleges when it was clear that significant changes in technology and competition created the need for their personnel to develop whole new sets of skills. One company put in place a new management team with the goal to regain profitability by using improved manufacturing methods and the total quality management principles. The ensuing community college and business partnerships effort resulted in a return to profitability, and the company won an prestigious award for excellence in manufacturing.

College Mission and Institutional Priorities. Limited resources college-wide and academic traditions that favor credit courses over non-credit courses have sometimes limited the degree of institutional focus on workforce training programs. The Iowa deans and directors concluded that workforce training initiatives require an intense and sustained focus. One dean/director commented, "A major barrier to the department's success has been the shifting priorities of the college ... and a lack of clear definition and continuity in policy for working with business and industry."

Program Leadership and Expertise. Iowa community college presidents set the tone and direction for their institutions, and presidential support is critical for workforce training programs. Several of the Iowa community college deans and directors reported the commitment of the college president was a key factor in their success.

The role of the deans/directors and the faculty centers on taking action that helps make this presidential vision a reality. Knowledgeable administrators in workforce training -- "those who know their service area and have developed good relationships with businesses and industries" -- was mentioned as key to successful programs. Further, "the workforce training staff must be innovative, stable, and customer oriented." Also important, according to the deans and directors, are services received from the support divisions of the college (e.g., registration, financial services, housekeeping).

Instructional Quality. The competency of their instructors was identified by all of the deans and directors as a key factor in the success of workforce training programs. Employers also saw instructional quality as critical -- the high quality of faculty was by far the most mentioned comment made by employers in the survey part of this study. Community college faculty understand the needs of adult learners, they know how to present material in meaningful ways, and instructors are skilled in facilitating appropriate classroom interaction. Workforce trainers are also experts in their technical fields.

Faculty teaching in workforce training programs include a few members of the regular credit faculty, a few full-time trainers in the non-credit area, and numerous adjunct faculty -- many recruited directly from business and industry. Several deans and directors pointed out, "the use of credit faculty to conduct training is both a barrier and a contributor." Several reasons for this dilemma were mentioned. For example, many colleges place priority on credit classes, thus making scheduling for business training difficult. College faculty load and other instructional faculty policies limit faculty availability for industrial training. Keeping credit faculty (some of whom may have been away from industry for quite some time) up-to-date with the latest industry changes and providing the latest equipment for instruction was mentioned as a serious problem by most deans and directors.

Organizational Structure. In order of frequency, workforce training units within community colleges are (1) attached to the continuing education and community service divisions, (2) placed in the credit academic division, or (3) organized as independent units reporting directly to the president (Doucette, 1993). Several Iowa deans and directors reported that the organizational structure of their college and that some institutional policies and procedures were barriers to success. One dean/director commented that, "The nature of working with business and industry does not fit the college's traditional systems, such as semesters and project accounting. The volume of paper work required to make the department's activities 'fit' the system takes away time that could be better used for servicing clients and selling."

Program Resources There is often a direct relationship between where a unit is positioned in the organizational structure and the level of funding that unit receives. Further, continuing education areas, such as workforce training, are often funded at a lower rate than are classes designated as credit instruction. In Doucette (1993) four of the top five commonly cited major obstacles to workforce training efforts were directly related to funding: inadequate budgets to support training activities, the inability of employers to afford training costs, the difficulty in gaining recognition as a provider of workforce training, the lack of experienced trainers, and inadequate support for curriculum development and other up-front costs.

These factors were confirmed in the responses of the Iowa deans and directors of workforce training programs. Small size of the workforce training departments, lack of financial resources needed to upgrade curricula and labs, limited program development resources, lack of dedicated space for workforce training, missing needed instructional equipment, and inability to fund training needed to remain technologically current were specifically mentioned. One dean/director commented that, "The total revenue generated by collective departments providing contracted training services is often less than the training budget maintained by some of our major clients."

Internal Practices

Pre-planning. Workforce training requires community colleges to respond to the special needs of businesses and other organizations. Colleges must listen to a specific request and then tailor or adapt their existing menus of programs and services to meet this expressed need. Colleges should also scan the external environment in order to more productively prepare to meet business needs. Thus, pre-planning is an important facilitating element of all workforce training efforts.

Training is also an integral part of the total retooling process in the United States. According to Kanter (1994), "Training must be embedded in the general process of firm modernization. This means that community colleges need to engage in assessment of firms, aid in achieving technical knowledge on process and product. (p 23)"

Iowa deans and directors saw pre-planning of workforce training efforts as a particular strength in their programs. One dean/director commented, "In order to facilitate a workplace skill building program, the college needs to be alert and aware of industry's production needs, understand the internal culture of the industry, and be willing to administer the program as industry wants and needs. In short, the college staff needs to become part of the industry." Another dean/director commented, "It is a constant challenge to determine current training needs and provide appropriate training. The rewards come with improved productivity and profitability for the businesses in our area."

Customization and Responsiveness. Tied closely to the changing needs and economic fortunes of their local communities, community colleges have long prided themselves as flexible, responsive, and innovative organizations. Although this attitude may permeate the entire college, it is particularly germane in workforce training where customization is the order of business. These qualities were often identified as important by the deans and directors, workforce programs must be "committed to flexibility, responsiveness, and the delivery of innovative, customized programs and services." One Iowa dean/director commented that, "We have been successful at becoming the provider of choice in large part because of quick, flexible response to the client's needs. During marketing calls we use the phrase, 'what you want, where you want it, and when your want it' to make sure they understand our commitment to providing what they need."

Another dean/director commented, "Timing is important. If the college is there and can produce training when the company is ready, opportunities to succeed will be greater. This means that the college needs to stay in close contact with the business to know when and to be ready when the time is right." Another dean/director commented that, "Part of our responsiveness is the willingness to offer courses that contain exactly what the client needs. While we use "off the shelf" examples of possible courses, we help out clients think about what the training is intended to accomplish, what it should cover, who should attend, and when they should attend. When it comes to course content the only rule we have is to meet the client's needs."

Marketing. For the most part, employers in the survey reported that they were not very familiar with college workforce training programs. Similarly, several deans and directors noted that promotion of their programs was a limiting factor to their success. Inadequate promotion campaigns was one factor, according to a dean/director, which resulted in limited penetration of the market by community college workforce training programs. On the other hand, one dean/director pointed out that when marketing is strong, this factor becomes an important strength.

College/Employer/Government Relations

Image and Familiarity with Programs. Community colleges generally enjoy a positive image in the communities they serve. However, although positive, the image of community colleges is often blurred (Barber & Quinley, 1995). The results of the survey part of this study confirmed this conclusion. Employers gave very favorable ratings of community college programs, but indicated that they were unaware of program and service specifics. This general finding was confirmed by the deans and directors of continuing education who attributed the blurred image to the lack of resources allocated to promotion.

However, several deans and directors pointed out that successful programs are often the best way to spread the word about quality and to improve market penetration. One dean/director noted, "As we have worked with a variety of projects, the expertise of the staff has grown and the college has come to be recognized as a leader in training. The continued success of the programs we develop and manage for our client companies has led to increased business."

Corporate Partnerships. Several deans and directors listed innovative college partnerships with business and industry and collaborations with other service providers as important keys to their success. Workforce training partnerships take place on many levels (e.g., jointly evaluating specific training needs, screening and pre-testing employees, sharing facilities, equipment, and faculty, and locating support services at common locations). Partnerships lead to innovation, increased effectiveness, and improved efficiency. One dean/director noted, "The logistics of putting together an adequate number of individuals to deliver training in a cost-effective manner are sometimes our biggest challenge. This, however, has caused us to find creative ways to meet training needs. Training consortia, joint training sessions among geographically close businesses, and mobile computer and electronic laboratories have helped us provide the service the companies needed."

Employer Recognition of Need. According to the deans and directors of continuing education, employers do not always recognize the importance of training to their long-term competitiveness, or employers simply balk at investment in training unless it can be shown to improve the bottom line in the short-term. One dean/director noted, "Industries and businesses often find that they have limited time available for training and development and often delay scheduling training. This can happen when they set overriding priorities or circumstances change." Similarly, on a national scale many businesses continue to see training as an unnecessary expense, not as a long term investment (Falcone, 1994).

Funding Programs and Approaches. Many colleges see the provision of resources needed to improve and expand workforce training as a legitimate role of government. Funds for the employer to purchase needed training and funds to support community college program expansion and reduced-cost offerings are critically needed, according to the deans and directors of continuing education. One dean/director mentioned the importance of three Iowa State Government programs: Iowa New Jobs Training Program, Small Business New Jobs, and Retraining. These State programs were seen as instrumental to the current and future success of the community college workforce training efforts.

Conclusions and Summary of Results

This study offered three general conclusions. These conclusions are based on the findings of the survey of employers, the exemplary practices and factors summaries written by the deans and directors of continuing education, and corroborating results from other studies. The conclusions, clustered with a summary of results that support the conclusion, are given below.

- ***The Iowa system of community college continuing education divisions is responding to the needs of Iowa businesses and organizations for workforce training and retraining.***

Iowa community colleges provide workforce training to employers in all types and sizes of businesses and organizations in Iowa. The greatest concentration of service is in the industrial/manufacturing, health services, and government/public sectors; these types account for almost three-fourths of all employers served. The majority of businesses served are small -- almost 60 percent are establishments with 100 employees or less and almost 90 percent are organizations with 500 employees or less.

Three-fourths or more of the employers seek workforce training for their employees to improve employee performance and productivity or to upgrade employee skills. Almost one-half of the Iowa businesses and organizations contract for workforce training programs with the goal of professional development or self-enrichment of their employees. Two-thirds of Iowa businesses and organizations choose Iowa community colleges to meet their need for workforce training because the programs are a cost-effective value for their investment. About one-half of the employers choose community colleges because: training at on-site locations are convenient, the training program was customized to meet specific needs, the quality of instruction was good, and past results led to additional contracts. Both employer comments and the summaries written by deans and directors corroborate these survey results.

Training in all the skills areas defined in the study are needed, according to Iowa employers. Specific skills training areas most needed (defined as 65 percent or more reporting skills as "needed" or "much needed") are professional development, computer skills, interpersonal skills, communication skills, government regulations, critical thinking skills,

personal skills, and business skills. Employers are most interested in programs that included non-credit and credit classes (55.0 percent) or programs with just non-credit classes (38.9 percent). More than eight in ten employers see distance learning technology as a potential benefit to workforce training efforts.

- ***The Iowa system of community college workforce training is providing high quality, flexible workforce training programs to Iowa's businesses and organizations; the system has a significant impact in meeting the economic and educational needs of Iowa citizens and businesses.***

Comments made by employers concerning the high quality of workforce training programs were, by a wide margin, the most frequently offered response. Employers also frequently commented about the high degree of program flexibility and responsiveness. Iowa colleges are committed to providing what Iowa businesses and organizations need -- "what you what, where you want it, and when you what it (Iowa Deans and Directors)."

The quality of the training provided was rated as "good" or "excellent" by 94.7 percent of employers. Rating of other facets of Iowa's community college training programs were similarly high with "good" or "excellent" ratings varying from 86.4 to 90.5 percent. The other rating categories include "responsiveness to employer needs," "the cost of training," and skills of employees trained by Iowa colleges in technical areas, in computation, in interpersonal skills, and in communication. If responses from employers that were very familiar with workforce training programs are considered only, positive ratings across these items increased -- "good" or "excellent" responses ranging from 91 to 98 percent. Almost all (95 percent) of businesses and organizations would recommend Iowa community college training programs to other businesses.

Positive comments about workforce training programs made by employers reflected the responses made in the employer survey -- positive comments outnumbered negative comments by a margin of over ten to one. One employer comment captures the overall conclusion concerning quality and need expressed by the majority of respondents. "Job training programs have been very positive, and our employees need this local support to stay competitive."

- ***Current projections clearly indicate not only a continued need, but an increasing need for training and retraining programs for Iowa's businesses and organizations. With needed support, the community college system of workforce training is in a position to meet these increased demands for workforce development.***

Iowa businesses report that a substantial proportion of their current workforce needs additional training. About one-fourth of the employers estimated that over three-fourths to all of their current workforce needs additional training, almost one-half estimated that from one-half to all need training, and three-fourths report that one-fourth to all of their workforce need additional training. Nearly all of Iowa companies and organizations saw technological change as an important driver increasing their need for workforce training.

The magnitude of this need is a moving target as advancing technology, fast-paced innovation, and global competition continues to require on-going training. The gap between need and levels of service is clear, and this was a often noted theme expressed by the deans and directors of workforce training programs.

The deans and directors of continuing education presented a strong case that the Iowa community college workforce training system is in a position to meet this need. Central to their argument was the existence of extensive and effective linkage with business and industries, with government, and with other service providers that reaches into every corner of the state. However, both employers and the deans/directors of workforce training commented that the system is not adequately supported at present to meet future needs for workforce training.

The most serious limitations identified concerned the lack of resources. Included were inadequate budgets to support training activities, the inability of employers (especially small businesses) to afford training cost, the difficulty in gaining recognition as a provider of workforce training, the lack of experienced trainers in some areas, and inadequate support for curriculum development and other up-front costs. The deans and directors also recognized that the colleges must make changes to their organizational structure and to their policies and procedures in order to meet the demand for workforce training. Limited awareness of community college programs and services in the business community was also identified as a major problem.

Recommendations for Action

The preceding discussion provides a rationale for Iowa community colleges to serve as the major provider of workforce training in Iowa. In order for Iowa community colleges' continuing education divisions to reach this goal they must continue to work together with Iowa business and industry, and Iowa local and state government to implement plans for action.

Following are several recommendations whose acceptance will help make this goal a reality. These recommendations are consistent with a white paper on workforce development recently published in Iowa (Iowa Association of Adult and Continuing Education Deans and Directors, 1996) and policy statement on the role of community colleges in providing workforce training of the national community college association (American Association of Community Colleges, 1993).

Recommendations from Survey of Employers

- Iowa community colleges' continuing education divisions should *continue to serve the workforce training needs* of business and industry with high quality, flexible, and responsive programs.

- Continuing education programs should *concentrate on linking with distance education technology* to offer learning opportunities to a greater number of employees in Iowa businesses and organizations.

- Community colleges should *review and augment their marketing* programs; employers cannot use services if they are unaware of the programs.

- Existing state programs should *continue their support of high quality Iowa community college workforce training programs* that provide training at a time and place which is appropriate.

Recommendations from Deans and Directors

- Iowa community college workforce training system should *continue its emphasis on assessment*, including the entire range of assessment activities from basic employability skills through job profiling.

- Iowa community colleges should *continue and expand their collaborative partnerships* with business and industry, with other service providers, and with governments in reference to workforce training development.

- Community college administrations should *review their internal policies and organizational structures* to bring workforce training into the mainstream of their institutions while retaining the flexibility to provide customer-driven training programs.

- Workforce training programs must *coexist alongside more traditional credit programs and receive comparable institutional support*, while at the same time remaining free of the constraints of traditional programs.

- Community college leaders must *remain proactive in working with federal, state, and local government* to initiate policies and funding incentives for businesses and industries to invest in workforce training and to ensure appropriate funding for Iowa's community colleges as part of the economic development mission.

- In recognition of the increasing need for workforce training for Iowa businesses and organizations and the community colleges' successful comprehensive system of

training programs, the state should *consider resource enhancements for existing programs* and should *consider new sources of resources*.

- Business and industry leaders should *increasingly acknowledge that workforce training is* cost of doing business and of competing successfully in a global economy.

- Business and industry leaders should *work with state legislators to develop policies, programs, and incentives* that will encourage businesses and industries to invest in workforce training.

- Business and industry needs to *provide employees with incentives* for continuing education, lifelong learning, and the continual upgrading of workplace skills.

- State government should *develop policies and regulations that provide businesses and industries with incentives* to invest in workforce training and continuing education of employees, and to enroll in lifelong learning programs for professional development and skills upgrading.

Epilogue

Educating and training a world-class workforce is key to Iowa's economic growth and ability to compete in the global marketplace. Iowa's community colleges are well-positioned to provide quality, cost-effective, and responsive workforce training to prepare a skilled workforce for the 21st Century.

The American Association of Community Colleges policy paper on workforce training emphasizes the critical nature of workforce training at this point in our history. "The task of educating and training a world-class workforce that can think for itself and outperform the rest of the world is formidable, but the stakes have never been higher nor the potential rewards greater. If the nation fails to develop a workforce that can compete successfully in the global economy, it will be unable to provide the living standards to which its citizens have become accustomed; the gap between the rich and the poor will widen; and the nation's position as world leader will erode sharply. However, if the nation can respond effectively to the challenge to develop the most skilled and adaptable workforce the world has ever seen, it will ensure the prosperity of its citizens into the second American century (American Association of Community Colleges, 1993)."

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Appendix A

Deans and Directors of Continuing Education

Appendix A
Deans and Directors of Continuing Education

AREA	NAME	COLLEGE	Office / Fax	Home/EMail
I	Georgie Klevar Director, Continuing Education	Northeast Iowa Comm. College Box 400 Calmar, IA 52132	319-562-3263 800-728-2256 Fx319-563-3719	319-382-5127 klevarg@nlcc.cc.fa.us
	Scott Schneider Director, Continuing Education, Peosta Campus	Northeast Iowa Community College 10250 Sundown Road Peosta, IA 52068	319-556-5110 Fx319-556-5058	319-582-0212 schneids@nicc.ia.us
II	Robert J. Schlimgen Dean, Continuing Education	North Iowa Area Community College 500 College Dr. Mason City , IA 50401	515-421-4296 Fx515-421-4111	515-424-3770 schlimrob@cheers.niacc.cc.ia.us
	Roger Holcomb Director, Community Education	North Iowa Area Community College 200 Harwood Charles City, IA 50616	515-228-4634 Fx515-228-5526	515-423-6431 holcomrog@cheers.niacc.cc.ia.us
III	Clark Marshall Executive Director Economic Development & Continuing Education	Iowa Lake Community College 19 South 7th Street Estherville, IA 51334	712-362-0431 Fx712-362-2260	712-262-3835 ilccadm@ncn.net
IV	Clark Christensen Director, Continuing Education	Northwest Iowa Community College 603 W. Park Sheldon, IA 51201	712-324-5061 Fx712-324-4136	712-336-4478
V	Mel Schroeder Dean , Adult and Community Education	Iowa Central Community College 330 Avenue M Ft. Dodge IA 50501	515-576-7201 Ext. - 2335 Fx515-576-7206	515-955-1738
VI	Conrad Dejardin Vice President, Continuing Education & Community Service	Iowa Valley Community College District Continuing Education Center 3702 S. Center Marshalltown, IA 50158	515-752-4645 Fx515-752-1692	515-753-3097
	Bettie Bolar Dean, Continuing Education			515-752-0850
VII	Jean Rodgers Dean , Continuing Education and Economic Development	Hawkeye Community College 1501 E. Orange Road, Box 8015 Waterloo, IA 50704	319-296-2320 Fx319-296-2874	

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Deans and Directors of Continuing Education (Continued)

IX	Nancy Kothenbeutel Executive Director Continuing Education/ Business Industry	Eastern Iowa Community College 306 W. River Drive Davenport, IA 52801	319-322-5015 Fx319-322-3956	319-326-5176
X	Roger Huggins Exec. Director, Contract and Continuing Education	Kirkwood Comm. College 6301 Kirkwood Blvd. SW Box 2068 Cedar Rapids, IA 52406	319-398-5529 Fx319-398-5432	319-366-0804 rhuggins@kirk wood.cc.ia.us
XII	Gary Swaney Dean, Community and Continuing Education	Western Iowa Comm. College PO Box 265 Sioux City, IA 51102	712-274-6400 Fx712-274-6429	712-276-6413
XIII	Ward Bean Dean, Continuing Education and Community Services	Iowa Western Comm. College 2700 College Rd., Box 4 - C Council Bluffs, IA 51502	712-325-3268 Fx712-325-3721	712-323-2037
XIV	Tom Lesan Acting Director, Adult and Continuing Education	Southwestern Comm. College 1501 West Townline Road Creston, IA 50801	515-782-7081 Fx515-782-3312	515-782-5116
	Barb Stephens Department Chair, Adult and Continuing Education			515-734-5341
XV	Robert Wells Dean, Continuing Education	Indian Hills Comm. College 525 Grandview Ottumwa, IA 52501	515-683-5182 800-726-2585 Fx515-683-5263	515-682-5780
XVI	Monica Roed Continuing Education	Southeastern Comm. College 1015 S. Gear Avenue West Burlington, IA 52655	319-752-2731 800-828-7322 Fx319-752-3407	

Appendix B

Survey Materials

Date

Dear Participant:

Please consider joining over 100 other community colleges in the United States which are participating in the National Workforce Training Study. The research is sponsored by two AACC Councils -- The National Council on Community Services and Continuing Education (NCCSCE) and COMBASE, the community-based postsecondary education association.

The purposes of the study are to

- Document for state and national policymakers, and the public, the value of community colleges in providing workforce training.
- Illustrate the national results and discuss the implications of American community colleges as the primary workforce training delivery system for business and industry.
- Highlight some of the exemplary training programs of community colleges participating in the survey.
- Identify factors that contribute to the success of workforce training, as well as factors that mitigate against success.

This national study will group the results from your college with the findings of colleges across the country. Your college will be identified as a participating institution; comments from the employers you serve may be included, as well as excerpts about your exemplary training program. Additionally, some of the factors you identify that contribute to the success of training programs or that become barriers to total success may be cited. As a participating institution you will be sent a statistical summary of the results from your college with national comparison figures, a disk containing the data for your college, and verbatim comments from the employers in your area.

The participation of your college in the study centers on the completion of six basic steps:

1. Calling Dr. John Quinley at (704) 342-6592 to indicate your participation and to provide an estimate of the number of employers you served in academic year 1994-95.
2. Completing the enclosed ***Preliminary Descriptive Data Form*** and returning it to Dr. John W. Quinley, Director, Planning & Research, Central Piedmont Community College (CPCC), PO Box 35009, Charlotte, NC 28235-5009.
3. Distributing and collecting the workforce training surveys that CPCC Planning & Research will send you and are the cornerstone of this study.
4. Sending collected surveys to CPCC for processing.
5. Preparing a single page (or shorter) description of your college's most exemplary training program.
6. Preparing a one-page summary of factors that contribute to or mitigate against the total success of workforce training at your institution.

Specific details about these steps and a timeline are included with this letter, as is copy of the survey instrument.

Should you have logistical questions, please don't hesitate to give John a call at (704) 342-6592. THANKS!

Sincerely,

Tony Zeiss, EdD
President, COMBASE

Jack N. Wismer, PhD
President, NCCSCE

ba
Enclosures

STEPS FOR WORKFORCE TRAINING STUDY PARTICIPATION

1. Return the ***Preliminary Descriptive Data Form*** that is enclosed as soon as possible. The form asks that you (a) estimate the number of companies in your service area and (b) provide a list of the names of companies served by your college from September 1994 through May 1995 and the number of class sections offered and students trained per company.

   The return of this Data Form tells us the number of surveys you will need to administer.

2. While waiting for your surveys to arrive, you can prepare the mailing. The mailing will include the survey, a college self-addressed stamped envelope, and a cover letter on college stationery to the employers to whom you will be sending the surveys.

   The cover letter should carry the signatures of the college president and the Dean/Director of Business/Industry Training. (A sample letter is enclosed for your reference and use.)

   When the surveys are received, distribute them to all employers who were provided workforce training by your college. The survey instrument is based on ones used successfully in Iowa, Michigan, and North Carolina. The design, three pages in a scannable format, is to encourage a good response rate. You will find that you have extra surveys should you believe a follow-up letter or call to non-respondents is necessary. Follow-up in some form would be helpful if your response rate is low; however, it is not required.

   Your initial survey mailing should occur within a week of receiving the forms. Any follow-up process should be initiated two weeks after the initial mailing.

3. Collect the surveys that are returned to you and send them in one mailing as soon as you think all your responses have been received to Dr. John W. Quinley, Department of Planning & Research, Central Piedmont Community College, PO Box 35009, Charlotte, NC 28235-5009.

   We will provide you with a statistical summary of the results for your college with national comparisons, a disk containing the data from your college, and a verbatim list of the comments made by employers in your area.

4. Develop a one-page (or shorter) description of your college's most exemplary training program.

5. Prepare a one-page summary of factors that contribute to or mitigate against the total success of workforce training at your institution.

   Examples of both #4 and #5 are enclosed. Your responses to #4 and #5 can be developed at any time but should be included with your mailing of completed surveys, at the latest.

Preliminary Descriptive Data Form

If you wish to participate in the Workforce Training Study, please complete this form and return to Dr. John W. Quinley, CPCC. PO Box 35009, Charlotte, NC 28235-5009.

Community College _____

President _____

Training Contact _____

Please estimate the number of companies in your service area _____

List of Companies Served in Academic Year 1994-95:

Company Name	Number Sections	Number Students
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____

List of Companies Served in Academic Year 1994-95 (continued)

Company Name	Number Sections	Number Students
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

Please attach additional sheets if needed.

Date

Employer

Dear name of the employer:

With the vision of becoming the primary workforce training delivery system for business and industry in the United States, community colleges are conducting a national study to assist them in the improvement of their programs and services. Name of your community college is participating in this study.

As a customer of community college training, your future needs for workplace training and your evaluation of how name of your community college has served you in the past are vital pieces of information that will help shape our training programs in the future.

Please complete the enclosed questionnaire and return it using the envelope provided. Your responses will be kept confidential and grouped with the responses of other employers in the College's service area.

Thank you for helping us better serve the needs of local area.

Sincerely,

President

Dean/Director of Business/Industry Training

WORK FORCE TRAINING SURVEY

College ID 000

Our community college appreciates your business. To continue to provide your company with quality training services, we need your input regarding skilled job training/retraining program(s) for business and industry. Please fill out this survey form by COMPLETELY marking a bubble(s) for each question as directed. Thanks for your help.

USE NO. 2 PENCIL ONLY

ABOUT YOUR COMPANY

1. Please indicate the primary area and size of your business.

Area

- Construction
- Retail/Wholesale
- Professional Service
- Industrial/Manufacturing
- Health Service
- Hospitality Service
- Utility
- Transportation
- Financial/Insurance
- Agricultural Related
- Government/Public Service
- Miscellaneous Services
- Other (please write in below): _____

Size

- 1 to 10 employees
- 11 to 25 employees
- 26 to 100 employees
- 101 to 500 employees
- 501 and above employees

NEED FOR WORKFORCE TRAINING

2. Estimates what percentage of your employees need additional skill training?

0-25% 26-50% 51-75% 76-100%

3. What type of classes do your employees need?

credit non-credit both

4. Please indicate your company's specific training and retraining needs.

	Not Needed	Needed	Much Needed	Don't Know	Not Applicable
TECHNICAL SKILLS including environmental science, advanced math/ science/engineering, blueprint reading, statistical processing control					
COMPUTER SKILLS including word processing, spreadsheets, database, CAD/CAM, programming languages					
BUSINESS SKILLS including business writing, marketing, customer service					
PROFESSIONAL DEVELOPMENT including basic supervision, total quality management, time management					
COMMUNICATION SKILLS including reading, writing, math, listening, & speaking					
COMPUTATIONAL SKILLS including basic math, charts, & graphs					

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NEED FOR WORKFORCE TRAINING (Cont.)

4. Please indicate your company's specific training and retraining needs. (Cont.)

	Not Needed	Needed	Much Needed	Don't Know	Not Applicable
ENGLISH AS A SECOND LANGUAGE for non-native English speakers					
INTERPERSONAL SKILLS including interacting with others, working in teams					
GOVERNMENT REGULATIONS including OSHA, EPA, IRS, hazardous waste, employee harassment					
CRITICAL THINKING SKILLS including problem solving, creativity, learning how to learn					
GLOBAL UNDERSTANDING SKILLS including understanding world geography, diverse cultures & people					
PERSONAL SKILLS including responsibility, self-esteem, integrity, & honesty					
OTHER SKILLS (Please describe): _____					

5. To what extent will technological change in your company increase your need for workforce training?

A considerable extent Some extent A little extent Not at all

6. What distance learning training programs would benefit your employees?

Teleconference seminars Television-based training

Video-based training Other(please specify) _____

Interactive videodisc training

EXPERIENCE WITH YOUR LOCAL COMMUNITY COLLEGE

7. How familiar are you with the various workforce training programs and services offered by your local community college?

Not very familiar Somewhat familiar Very familiar

8. Why did you select your local community college to conduct workforce training? (Choose all that apply)

Cost-effective value for money invested Training program(s) referred to us by other businesses

Quality of instruction Contracted with community college in past with satisfactory results

Community collge customized training program for our needs Other(please specify) _____

Convenience: provided training at on-site business location

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EXPERIENCE WITH YOUR LOCAL COMMUNITY COLLEGE(Con.)

9. What were your goals for the workforce training? (Choose all that apply)

- Improve employee performance and productivity
- Upgrade employees skills
- Required by the profession of the employee(e.g., apprentice training, CPA continuing education)
- Required by suppliers/customers
- Professional development or self-enrichment of employee
- Other (please specify) _____

10. Please rate your local community college for each of the following factors.

	Poor	Fair	Good	Excellent	Don't Know
Quality of training provided					
Responsiveness to employer needs					
Cost of training					
Technical skills of employees educated by the College					
Basic writing, speaking, and communication skills of employees educated by the College					
Basic computational skills of employees educated by the College					
Interpersonal skills of employees educated by the College					

11. Would you recommend your local community college to other businesses for workforce training?

Yes, without reservation Yes, with some reservation No Not sure

12. Please provide comments based upon your experience with workforce training and your local community college

_____

_____

_____

_____

FACTORS THAT CONTRIBUTE TO OR MITIGATE AGAINST SUCCESS

The success and sometimes failure of customized workforce training initiatives revolve around several factors.

ASSESSMENT FOR A BULL'S EYE

The ability to accurately assess the demand for training within the manufacturing industry paid off for CPCC when the CPCC/Okuma Technology Institute was created. The college used the services of the Research Department to create the survey tools that helped determine training need. By carefully listening to the customer in the planning phase, only one out of the many courses offered in the inaugural effort had to be cancelled. That's a bull's eye!

MOBILIZE RESOURCES

Mobilizing the resources to accommodate the needs is a critical factor. When CPCC was able to assemble and deliver the training requested by USAir all within one week, other contracts followed.

BREAKING NEW GROUND

Support from the senior level (President) of an institution is critical when response to needs of business requires the institution to step outside traditional models and systems the college hold dear. There have been several times when businesses have approached CPCC's traditional college faculty or department and were told the request could not be accommodated because it did not meet the "academic model". This results in not only a loss of present but future business as well.

ENTREPRENEURALIZING THE MAINSTREAM

The colleges' traditional academic structures are created around funding sources. Traditional academic or curriculum credit program are in one "container" and non-credit and everything else is in another. It does not work anymore. It is a structural problem that creates human relations problems. It pits one part of the college against the other. More importantly, it puts energies into the wrong place. Colleges emphasize "collaboration" and negotiation when their energies would be better spent on innovation and development if they fixed the structural problem. Most colleges are still organized by how they receive funding. If they structured themselves to serve markets and clients with products they need, colleges could better fulfill their missions. This kind of structuring would enable faculty to create credit, non-credit, short term transfer, distance, computerized and remedial education "products" for a continuum of customers/learners.

OKUMA PARTNERSHIP

Central Piedmont Community College
Charlotte, North Carolina

Carpe diem best describes the way Okuma America Machine Company and Central Piedmont Community College (CPCC) put together, in less than one year's time, the partnership -- CPCC/Okuma Technology Institute.

Timing was everything in this partnership: the company was experiencing growth and growing training needs; the college, under new leadership, was broadening its workforce development mission. With the assistance of CPCC's Planning & Research Department and the guidance of the Charlotte Chamber of Commerce Manufacturers' Council, a demand analysis was conducted. The results gave the college, the company, and the manufacturing community the impetus to form the Institute.

At the time the Institute was formed, Okuma was designing a demonstration showroom for suppliers and distributors in a recently purchased building adjacent to their factory. For the Institute, they added fourteen classrooms and a large conference training room with kitchen facilities. They also build a "great hall," complete with machining artifacts, that serves as a large lounge and reception area.

The college contributed equipment and software to develop an on-site computer lab and staffed the site with a coordinator who is responsible for marketing, scheduling, and registration for the numerous seminars and courses now offered. Both full- and part-time faculty specialists are assigned by the college to Okuma. An advisory committee works with companies and employees to establish course times that are convenient. Located in the heart of Charlotte's manufacturing district, the geographic accessibility of the Institute is a given.

Credit and non-credit classes are offered in technical, environmental, safety, quality management (Zenger Miller), communication, and computer fields. Instructional delivery methods include teamwork, role play, lecture, plant tours, and hands-on training for computer, CNC programming, and operations classes. Access to state-of-the-market equipment is a "win" for everyone. Okuma gains exposure and a chance to educate suppliers and distributors about CNC machines and the college gets the opportunity to utilize very expensive equipment. In addition, the company is given one training slot in every course offered at the Institute.

In the past, the college had been unresponsive to Okuma and its neighbors. While this lack of responsiveness was partly because of state academic policies and partly because of a lack of flexibility on the college's part, new leadership and their workforce development vision have made responsiveness and this initiative possible.

The lesson for community colleges who wish to form institutes or take initiatives like this one is to remain innovative and flexible. Remove the barriers, change the policies, develop new structures, and support the departments and leadership who move out on the cutting edge.

Appendix C

Employer Comments

Employer Comments

Technical Skills course training provided to our company by has been extremely satisfying. We will continue to upgrade and develop our staff with this type of training opportunities.

Some of the basic employee knowledge & perceptions are not taught. We must have employees that can be counted on for matters as simple as being at work on time. Are these basic ideas taught and applied in class? It appears not.

Evening courses are a big plus.

We need on-going as well as additional skills training.

We have answered these questions as best as we could. However, our experience with your assistance is very minimal and thus difficult to answer all questions.

We believe that is doing a good job and that life-long learning is critical and the community college is central. Keep up the good work.

We have been very pleased with the services that our community college has provided for us. Most of our training is done "in-house" but our trainers attend classes to provide us with the inf. for our training sessions. I have always been impressed with the quality of service and education provided by

has always been helpful and the Homecare Aid training is very valuable for my program. Super job!

80% of my staff has either attended or taken classes there. I consider it a valuable asset.

Much more effort and time should be spent in vocational training, welding, CNC machining, drafting and blue print reading. I believe this effort would do the most good for area businesses and the communities.

We have only used for required employee education at this time.

Fill the need at an acceptable cost and they are convenient.

I have sent several police officers for training at and have been very satisfied with training and cost.

Need more Law Enforcement. Continuing Education is very difficult to come by.

They have been very responsive to our needs.

Because we are in the metro area, we find the combination of easy access, cost and quality of instruction very helpful in supplementing our in-house training program.

They have tried to outline the necessary training needed and requested by city management.

For a good many years I have hired persons who were graduates of Law Enforcement program, also the program. I have hired them for both public law enforcement and private security. I have found them to be extremely well educated. I have only had a little experience with " In Service Training" and the reason being is so little has been offered.

Our workforce training is usually done on an in-house basis or in conjunction with our Law Enforcement Agencies. We don't normally utilize our local community college.

The location is ideal for our group and the community college is very responsive to our needs. Thank you for helping serve our needs.

Training is customized to our workforce. It needs to be more detailed and thoroughly covered to increase productivity and performance.

This survey is too hard to fill out due to the length of time since courses completed. People who arrange courses no longer are assigned and present staff did not participate. Sorry I can not be of more help.

Have used community college as host agency because their business is training and they have the ability to handle area notification at training availability.

College was very interested and helpful. College will need to strive to stay abreast of new technologies and educate the public of such.

It has been 1-2 years since closely associated with instructors. At the time, thought quality of instructors in "quality areas" could be improved.

Inadequate screening of students. Students not suited for the job they have trained for. Recommend more career guidance.

Have only used for computer courses. Computer instructors were great.

I could use more training in classroom on communication skills. Basic police procedures update. Code of Iowa updates. Accident investigation updates. Report writing and penmanship classes.

has done a very good job in keeping bus drivers up to date in their Continuing Ed. classes.

I'm not sure why you sent this; To the best of my knowledge we have not used workforce/college training for our employees. We have, however, participated in the job fairs hosted by with mixed results.

We hire graduates as RN's, LPN's and CNA's. Some RN's and LPN's are lacking written communication skills which is frustrating. Oral communication skills are adequate.

Include in nursing and nurse's aid courses (and many other fields) ability to get along with others and work as a team.

Effort has been made on their part to structure classes to an RCF audience as opposed to ICF.

We have had problems with scheduling our nursing assistants for skills competency testing. It would be nice if more dates were available.

We worked very closely with and Regional Health for many levels of clinical instruction for many years and have been very pleased with our experience.

Our local community college is

Our most common training experience is the certified nursing assistant course. The training meets the State requirements. Most CNA's lack basic skills that should have been picked up in high school.

Our company has not specifically used the college for workforce training, we have enlisted many people in specific courses that pertain to our needs.

Our experience has been very good. The people we have associated with were very responsive and informative.

College makes a good effort getting input from local businesses for training needs--courses appear interesting and our business (bank) receives regular updates. Unfortunately we don't take advantage of many of the offerings which would benefit our employees (and be cost-effective) because of contracts with national training for similar courses. I wish we could use. An observation: students seem to be substandard to 4 year college students in their communication skills (especially written skills such as business letters, memos, loan comments, etc.) They seem to need work with brevity and general grammar/punctuation.

I've only been in the area 2 1/2 months, so I can't evaluate the quality of instruction yet. has been very helpful so far in helping me get settled, work on getting up training programs.

I remain greatest supporter of businesses related training. All of people are very responsive and helpful. Keep up the great job.

The college did not provide actual training or instruction for us but they did provide materials and equipment. They were also very helpful in finding and providing information when asked.

College tends to be a broker of training instead of a developer of training skills.

We really appreciated the effort put forth by to help our company.

Very satisfied with past experiences. The college is very helpful and responsive to our direct needs. Our employees have also expressed satisfaction with training received.

Convenient times, excellent facilities and responsive to community needs.

I have nothing but good to say about . I think they are doing an excellent job.

Appreciate the close proximity of community college. Access to affordable training and quality training opportunities.

Our "New Employer Job Training" worked out very well. I have enjoyed working with .

Very cost effective, pro-active and responsive with excellent staff.

I'm new in the community although the one class conducted by a representative was well done.

Do not know why I received survey. Have not really used the college for training of workforce.

We employ people with basic computer skills and the company trains each employee on your programs to produce business form graphics. We have not used Workforce Training Program.

We haven't used for Workforce training at this time.

Questionnaire expresses my feelings well enough.

The community college is very accessible to my employees.

We would not be happier with the services received from . They have done on site training as well as off site for us. has gone out of her way to provide special EMS training for our personnel including the paramedic class taught at our facility. Keep up the good work.

Good stuff.

We have used the school on a limited basis in the past. The benefit was derived, but internal follow-through has been limited. A more comprehensive program is being developed by the school at this time.

I would recommend to anyone interested in any program except the paramedic program. The instructor speaks too softly. A voice activated tape recorded in the front row would not pick voice up.

Needed more effort in recruitment of students in the existing programs. "Tech school" is not a bad place to go.

Good response to Company needs - Very willing to develop programs. Excellent resource.

Very customer focused; Flexible to work with. Registration and billing systems need improvement. Automation allows easy registration by name and automate the billing system!

The College has not addressed any community education classes or topics which would train employees on how to provide assistance to persons with psychiatric disabilities in the community -

Have utilized the college for off site CEV provision in training programs.

We have found computer software courses to be very beneficial to our employees. We will use the community college again for similar training needs.

The college is very helpful in working with the company's scheduling conflicts, including additional members to the class, and helpful in locating resources for questions or issues that occur.

They try to meet our needs the best they can. They have some problem relating to our needs Example: Current technology we are ahead of the school.

Very willing to customize needs. Very cooperative in all aspects.

has helped our employees become better workers. They now have better understanding of their skills.

Our only experience is with a specific training course developed exclusively for us - we were very pleased with the course and the results.

The instructors have been very good.

They are getting better and better at meeting our needs.

We have not yet used community colleges for training.

I have appreciated the personal assistance of particularly with a job training program implemented in 1995. I have sensed good support from them - Keep it up!

The local community college has an excellent working relationship with us and all area law enforcement.

Based on our experience the local community college has been very responsive to our needs.

I recommend using the college for job training and for helping with job expansion and training. Have had may good ideas for our use.

To stay in a global community we must continue to learn and the best way would be at home via distance learning.

We need to visit one on one to determine specific needs. We have 200 employees and need to do training more on sit than away from work areas. Advanced marketing and business management skills need to be considered for upper management. How-to of getting employees to be more creative.

Job training and adult education programs have been very positive and our employees need this local support to stay competitive.

I feel very positive about the training programs provided by our community college.

When we ask for anything, he provides it.

They have always been responsive to our needs whenever possible. We have found them to be easy to work with and professional.

Continue to learn to stay competitive. Your local community college is our best source for learning.

I need people that show responsibility. Taught basic job skills. Being to work on time, how to interview, how keep on the job.

Good relationship and formal and informal, credit Vs non-credit, any request someone has tried to help.

Regarding health care graduates- have them prepared for cross training or for other technical skills - to create a broader clinical base.

Some members of faculty are very traditional in defining roles of the nurse, etc.

The community college meets our needs with their training.

In the many years of being in business, we have always felt good about our relationship.

I think we have had a good working relationship and the college and feel it has had a positive impact on our business and the population we serve.

The job training program and in-house credit course have been the very best examples of how well our local college is able to work with private industry.

We have not used this resource as of yet.

has provided me with excellent customer service!

We have had very little contact with community college for workforce training. We do a lot of our own training utilizing in-plant experts.

Keep up the good work!

They are getting better and better in meeting our needs.

We have not yet used community colleges for training.

In the past the college has personalized the courses for our needs. This was a real aid to our company.

Late experience has found them responsive to needs.

Have added quality professionals.

Enhanced understanding of industry needs and environment.

Have found to be very effective, and convenient.

Convenient, economical, flexible to needs within community.

Quicker responsiveness from college based on "factors" of customization for our business. Strong understanding of college "resources" need to be marketed on a more professional approach. Quality customization has got to become a core business of the entire college.

Curriculum content which is specific to the workplace is something that needs to be developed with a lot of input from employer.

Very cooperative in designing program requested. Excellent response to our needs.

Need to put more effort into finding quality instructors.

Responsible, capable, professional, dedicated individuals

We have not used the community college for workforce training at this time. Many of these questions do not apply

I believe we have always had our own instructors and have used your facilities. In that regard you have been great to work with

We have hired RN's from your program

They are not up to date with the training needs of our company nor do they have a successful method they use to inquire about what we need, develop training programs we need or provide the quality of training we need. Their communication with us is minimal and they do not follow up in a timely manner

Haven't yet actually had any training programs. Still in planning stage

Quarterly or semi-annual meetings with health care administrators of surrounding areas to determine needs, network, and consolidate mutual needs

We love having the services of your colleges. We have hired many of the nurses you have educated

Not completed training

We are a Nursing Home and we depend on the in-service, Nurse Aide Training along with the RN training

Will be following-up for possible additional classes

Very pleased with the cooperation and effort to help meet the business need, however, we would very much like to see training offered closer to the community or in the community

Little or no responsiveness to employer needs. Required classes for CNA's not offered frequently enough, and cost jumped dramatically with no additional benefit to employer. You have made it more costly for us to purchase in- house training system and avoid community college in the future

I'm a former educator and a board member of your institution. I'm proud to have served because of reputation. It is a "class act" with caring, nurturing instructors and administrators. Add intelligence to the preceding mix

I would like to see more interpersonal training at the college. Every business in could use additional training to educate people to get alone with others

TQM training was well done -instructions was good, college did a good job coordinating

Would like to see a computer class offered at work for all interested

The college has worked well with our facility in providing continuing education as well as use of equipment.

For the most part the experience has been good.

Economical -Personnel are easy \ pleasant to work with \ accommodating. May want to get more instructors with construction background to better relate the training.

They have been very responsive to our needs.

They coordinated well with our training personnel.

We had a start- 6 months of training but need to know where to go from here.

Again excellent response to training to meet our needs.

I have had several poor experiences- my decision for courses through is based on individual instructor not reputation of

We have had excellent response and support from We appreciate her prompt response on all action necessary.

I think many resources are available to us that, either we are not aware of or just don't think of this institution as a provider.

We have had good success with our training at and would do more if we had the resources.

We are in our third class with The first class in Basic Electricity built a good foundation. I was disappointed in the welding class. I felt the instructor did not want our employees in the class and I felt he did not have knowledge of industrial welding applications. I would not recommend welding classes. All of my comments are made with in mind.

Our primary community college, , has been slow to respond, react to requests as opposed to being proactive and seeking our needs, they do not communicate well and their quality of training needs to improve.

They do a great job meeting our needs. The quality of the training is something to them. I didn't think it's their training ability, but more their subject knowledge.

Working with people and companies well to accommodate their needs

Need to improve what the students learn by fulfilling requirements and forcing them to solve problems better

Bringing classes into the workplace especially the in-home computer classes has been very effective for us I am attempting to bring additional classes to our facility

has been a joy to work with She has met our needs in bringing the courses we need on site

has helped a great deal with ESL and grants Without their help I'm sure we probably wouldn't have had much training at all

I really appreciate our comm college and their quality of classes for health care Would like to have a class for office people in the medical billing etc , this would be Human Services

presented a series of classes dealing with esteem at home and in the workplace She was an excellent speaker and most of the participants expressed interest in the future classes

We have had excellent instructors from Appreciate their flexibility, knowledge and their effort to achieve expected results from our employees

needs to get back in the post-graduate curriculums(Masters) If can bring U of I to -why can't

Your staff is great!

has provided several training sessions to meet group and individual needs The school is very flexible on courses content, location, time, etc This has helped us solve sensitive issues like teaching employees to read and write

has provided quality, cost-effective and customized training for our associate I would highly recommend to all other local employers

Our company will continue to utilize for all our educational needs

Training was good Full cooperation between colleges and employer experienced Very qualified instructors

The in service and staff development programs that we have taken part in have been well organized and worth the time and cost we invested

The Continuing Education Dept has certainly gone the extra mile in providing the training that I needed for my staff Very helpful cost-effective and convenient quality training

The classes are not offered often enough and don't have enough openings

has provided outstanding instructors for hazardous materials awareness and operations classes. Basic and advanced EMS classes

The city of is delighted with the training and are looking forward to more. Employees are thrilled with learning and the instructors are great. We have some special cases and receiving excellent training

Classes are quality material being taught by capable instructors, very good

The quality of training is directly proportional to the instructor's ability. The electrical and electronic area have not rated high on our evaluation of regular on campus training

Excellent way to do group training. We currently don't have facility to accommodate this

Our service appreciates your news letter. It's nice to know about the classes given in the area

We contracted training with for 1st Aid and CPA courses. I would like to see have more courses seminars on Government Regulations including OSHA, EPA, FHWA. Also would like to see in it get involved in equipment operating qualifications, maybe in conjunction with ABC or Master Builders in connection with their apprenticeship training programs for different construction trade

We are located 55 miles from We need to express ways other than having instructors come to facility or students having to go to

I find to be close and of average cost for most CEU needed by nurses. These programs miss most of the requirements for nurses to keep updated on new laws and or regulations

I think non-credit classes are too expensive. I have also run into instructors who were not qualified to teach certain subjects

Are local colleges as set the pace for people to learn skills needed for the kind of jobs they want and the training to do these jobs well

Trainers and coordinators very knowledgeable

Some of the programs you offer in the Food Service area do not apply to our type of operation (Congregated Meals). I would like to see a program developed to meet these needs

I have been arranging the subject matter without much help from my committee. We need to have a committee meeting with rep

has been very good in working with our employees on an individual basis as well as in designing courses to meet our needs

has been very cooperative and helpful We are appreciative of assistance in accomplishing our training goals